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ABSTRACT

Materials contained in the 16 volumes that make up the Rural America Series suggest practices through which rural schools can meet local community needs and realize their potential for career program delivery. This handbook, one of five in subset C, describes a variety of school-based activities designed to assist students in accomplishing that aspect of their career transition related to locating, securing, developing, maintaining, and evaluating their selected career objectives. The placement process is approached from both programmatic and individual student points of view. The programmatic component stresses providing activities, services, and resources that have the potential for benefiting all students. The individual component stresses ways of meeting each student's unique placement needs. Each element of the placement program includes both student activities and school/community activities. Suggestions are also included for staffing a placement program, selecting program objectives, and evaluating the school's effort in placement. (TA)

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RESEARCH AND DEVELOPMENT 118 C4

CAREER GUIDANCE, COUNSELING, PLACEMENT, AND FOLLOW-THROUGH PROGRAM FOR RURAL SCHOOLS

Transitional Career Placement in the Rural School

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CAREER GUIDANCE, COUNSELING, PLACEMENT, AND FOLLOW-THROUGH PROGRAM FOR RURAL (SMALL) SCHOOLS

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FOREWORD

Graduates or early school leavers going forth from the protective confines of the school into a world which expects a high degree of independence, self-reliance, need all the help that is available to them. "A Transitional Career Placement Program" gives concerned school staff the ideas they need to prepare youth for this transition, which in many ways is as traumatic as birth itself.

Even assuming that career counseling has been available to give students knowledge of vocational choices and personal process skills, the student still must be given help in job-finding and job-getting skills, and help in obtaining the opportunities they desire. Specific practice in interviewing, writing letters of application, meeting and talking with employers, together with techniques for analyzing and assessing opportunities are given thoroughly and imaginatively in this program.

In a society where changing technology has created an ever-changing job market, a student can look forward to a number of career changes in his/her lifetime. This fluid situation means that a high degree of self-sufficiency is needed in obtaining career placement. To achieve this the individual must have core competencies in choosing and relating personal goals to those available.

An additional focus of the program is the effort to give placement staff help in increasing the range of placement opportunities for high school graduates. Again, specific suggestions for home and community involvement, and for ways of enlisting cooperation from employers abound.

The authors have adapted a wealth of ideas into this program designed specifically for the rural school and rural community, but applicable also in many other settings.

Merle Strong
Director

PREFACE

The past several years have witnessed a resurgence of interest in the field of placement. Placement has become a major priority of the U.S. Office of Education, the Department of Labor, and the Rehabilitation Services Administration. State legislatures have ordered secondary schools in some states to provide job placement programs for their students. Furthermore, the interest in placement has not been confined to educational and governmental institutions. A variety of interest groups including Viet Nam veterans, women, senior citizens, and welfare recipients have demanded that special attention be directed at their placement needs. Suggestions are made for redefining entry procedures and the opportunities available for work force participation in order that these diverse groups may be better accommodated. Even the private business sector has acknowledged responsibility for its workers as "out-placement" services have been developed for displaced employees.

As each of these groups searches for the keys to placement, they are constantly confronted with the lack of available information. Little information is available upon which to develop programs or train personnel. Even the veterans in the field of placement—the employment counselors, rehabilitation counselors, and placement officers—often question the effectiveness of their efforts. There are no theories of placement as there are of counseling. The variety of approaches to placement have included the use of computerized systems, client-advocate approaches, training in job-seeking skills, job fairs, and community workshops. No comparative data, however, is available concerning the relative effectiveness of these different approaches. Similarly, the ethical issues involved in placement are rarely defined let alone addressed in professional publications or meetings.

Even if more information were available regarding these other efforts, it is likely that much of it would have little applicability at the secondary level. In general, these agencies' efforts have been directed at finding a placement for clients having specific skill training or for special needs groups such as the handicapped, the less advantaged, or public offenders. The high school student, however, presents a somewhat different configuration of placement needs. As these students take the next step in their career development they are often hampered by lack of training and work experience, ineffective job seeking skills, and unspecified or confused career goals.

Whether as a result of legislative decree, administrative command, personal conviction, or school philosophy, many individuals have become involved in school-based placement services. They are in no way a unilateral group. Some are veterans in the placement field who may have previously been employed in other settings such as the Job Service, rehabilitation programs, or personnel offices. They bring to the school setting their personal expertise in placement, but may find difficulties in translating their experiences to the types of problems encountered by students. They may realize the need to integrate the placement program with instructional and guidance programs, but have no model programs upon which to design such an integrated service. Similarly, there are also many school personnel, including teachers and counselors, who have been assisting students locate placements on an informal basis for years. However, now they confront the need to formalize and justify their activities in this area. Or, they may be called upon to expand their services to include a larger proportion of the student body.

Another group which has emerged might be termed "enthusiastic volunteers." Their interest in placement is likely to mirror their personal perceptions of the problems faced by youth and the type of response they perceive as needed from the school. For example, some school administrators may support the creation of a placement program in order to increase instructional accountability. Others may be supportive of increased school-community cooperation and, to these individuals, a placement program may be an ideal vehicle. There are also many counselors and teachers who consider a placement program to be central to a school's effectiveness in assisting students accomplish their post-school goals. However, they lack information regarding techniques for mobilizing the support of the rest of the staff or guidelines for constructing an appropriate program for their school setting.

Legislative mandates and administrative dictums have also resulted in drawing a group of "reluctant recruits" into the placement field. Counselors or teachers may be given the responsibility for insuring that each student is placed following high school. They may even be assigned to design a school placement program. Not only do many of these people feel that their training is inadequate in terms of these demands, but furthermore, they may have little enthusiasm for the endeavor. Some of them in turn pursue the argument that this role is not consistent with their professional responsibilities or attempt to redefine "placement" to include the activities they prefer to perform.

Finally a small but vocal group of "conscientious objectors" exists. They argue that placement is *not* the responsibility of the school. They express concern that the placement program may be used as a recruiting device by employers to the detriment of the student's best interests.

The program suggested in this booklet is intended to relate to the concerns of each of these groups. For placement veterans who may still feel some anxiety concerning their personal activities, the program described may occasionally provide some moral support for their ideas or may contain specific suggestions applicable to their programs. The *Transitional Career Placement Program* is also designed to be used by those involved in program development be they "enthusiastic volunteers" or "reluctant recruits." A variety of suggestions are offered for staffing and content. Hopefully, some of these will be consistent with the reader's personal needs. Attempts have also been made to address the ethical considerations in placement and to include these concerns in program design.

The *Transitional Career Placement Program* is designed specifically for the rural school setting. Unfortunately, most of the secondary school placement programs currently in operation are in urban areas such as Cleveland, Baltimore, and Chicago. Frequently these programs primary concern is job placement or special needs. These urban programs were reviewed and any procedures which appeared could be successfully translated to the rural setting have been incorporated. The Mt. Ararat high school placement program in Topsham, Maine,* received in-depth review. Susan Miller, former coordinator of this program which serves a great number of rural students, provided generously of her time. She readily shared her experience in developing and providing placement services in rural areas with the author. Several rural schools in Wisconsin also initiated placement programs during the past year. Their experiences were also considered in developing *The Transitional Career Placement Program.* The program described in this booklet, therefore, represents a process of selecting from among a wide variety of approaches to placement those which might have the greatest applicability in the rural setting.

Susan J. Kosmo

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*A publication, "Step-by-Step Guide to Job Placement," by Susan Miller, former coordinator of the Mt. Ararat Program is available through the Mt. Ararat school placement office, Topsham, Maine 04086.

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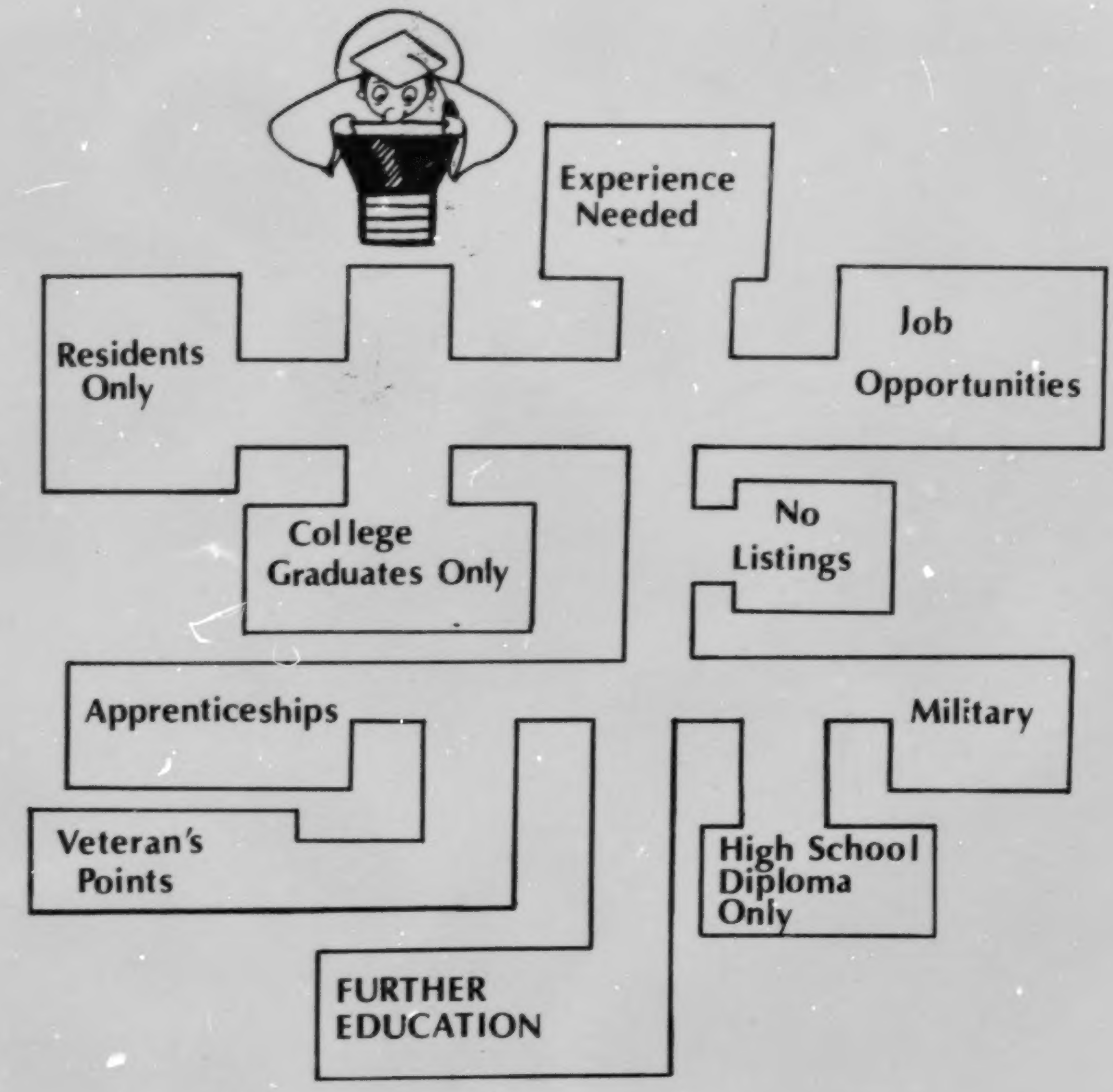
I. INTRODUCTION



Mary intended to go to college in the fall and make a vocational choice later. Now with her father out of work due to the closing of the milk processing plant, Mary wants a job. The trouble is she has no job skills, work experience, or clear idea of a future career role.

Jim dropped out of school in the 10th grade. With his apparent lack of basic skills and no high school diploma, and with no job seeking skills, he is still unemployed after two years. He and his group of five other unemployed youths are suspect in any break-in or disturbance that occurs in town.

When Ann graduated in June she was at the top of her class. She has outstanding ability in science and is interested in the field of medicine. Ann's parents, however, feel that their limited financial resources should be saved for higher education for her younger brothers whose education is more "essential." Ann needs help discussing this issue with her parents. She also needs information on financial aids, and a chance to explore career opportunities in related areas.

Bill wants to be a writer for a magazine like *Time* or *Newsweek*. Because he is a shy, introverted boy, he hasn't dared inquire at the local newspaper about job possibilities. He also needs help in exploring training in journalism along with alternative career choices in case his high expectations don't materialize.

Mary, Jim, Ann, and Bill are just a few of the students who leave our rural high schools each year. As they leave the school setting, they encounter personal and social pressures to select future career roles. Many young people find that these demands cannot be easily met. They sense that they lack skills which employers would want or that they have been poorly prepared to handle the academic demands of college life. Others who comb the help wanted ads feel that their lack of work experience has barred them from participating in the jobs they desire.

Another large group of students see themselves as having a variety of choices but lack the information needed to select among them. They may be familiar with what doctors, lawyers, social workers or teachers do, but know little about systems analysts, medical technologists, or punch press operators. For many students, the labor market is seen only in terms of its extremes. On the one hand are the professional occupations which require advanced degrees and on the other are unskilled low pay jobs. Their information about the wide range of possibilities in other areas is acutely lacking. Correspondingly, although young women are being urged to explore occupational possibilities in non-traditional areas, they lack the lifestyle-related information which would be needed to make these choices. Most young women continue to select career goals with an eye to the relationship between these activities and family responsibilities. Before they can select non-traditional occupations, they need help exploring the relationships among their occupational and family goals.

For many young people, the activities involved in actually entering a chosen field seem confusing. Their approach to job hunting is haphazard. They apply randomly at a variety of places typically near their homes and with little idea of what is demanded on these jobs. They sense that getting a job or an apprenticeship or even entering some colleges depends not on what you know but who you know. It is no wonder, that many less advantaged youth feel that their chances of entry are limited.

Aside from all these difficulties, some rural youth also encounter conflicts between their desires to remain in the rural community and the need to move to the city to secure training or employment. Even those students who wish to move to urban areas may feel they lack the skills necessary to cope with urban life. They question their ability to make new friends, find satisfying leisure activities, or deal with public transportation, apartment living, and complicated hiring practices.

A. A Definition of Placement

Many counselors, teachers, and administrators have become concerned about the problems young people are encountering as they attempt to carve their career roles in society. Some of these people have translated their concern into developing school programs to help students. Placement programs are one such attempt. Unfortunately, although arising from a sincere interest in promoting students' entry into career opportunities, these programs have typically suffered from traditional limited concepts of placement. In the past placement has often been equated with a matching activity. The student is taken "as is" and matched with available opportunities. Both students and opportunities are perceived as static rather than dynamic entities. This limited definition of placement is clearly an inadequate response to the complexity of problems surrounding students' career entry.

If the matching analogy is not appropriate, what other definition can be offered? The key to defining the parameters of placement lies in returning to a focus on the individual student. When examined from this perspective, placement becomes a process of assisting each student accomplish the transition from his/her current career activities to the next level of career preparation, entry, or advancement. Or, more simply, placement is a process of helping each student take the next step in their career development. Each student will approach this step with varying levels of readiness and differences in needs and expectations. Programs in which the individual is the primary focus of the placement effort can be termed student advocate models.

B. A Student-Advocate Career Placement Model

The Transitional Career Placement Model* presented in Figure 1 might be termed a student advocate approach to placement. Student needs form the core of the model and in turn dictate the direction for the placement program. The *goal* of the placement program is to assist each student accomplish a successful transition from current career roles to the next level of career preparation, entry, or advancement. The focus on the role change process suggests the two *subgoals* of the model:

- to maximize the career opportunities available to students, and
- to maximize student self-sufficiency in placement

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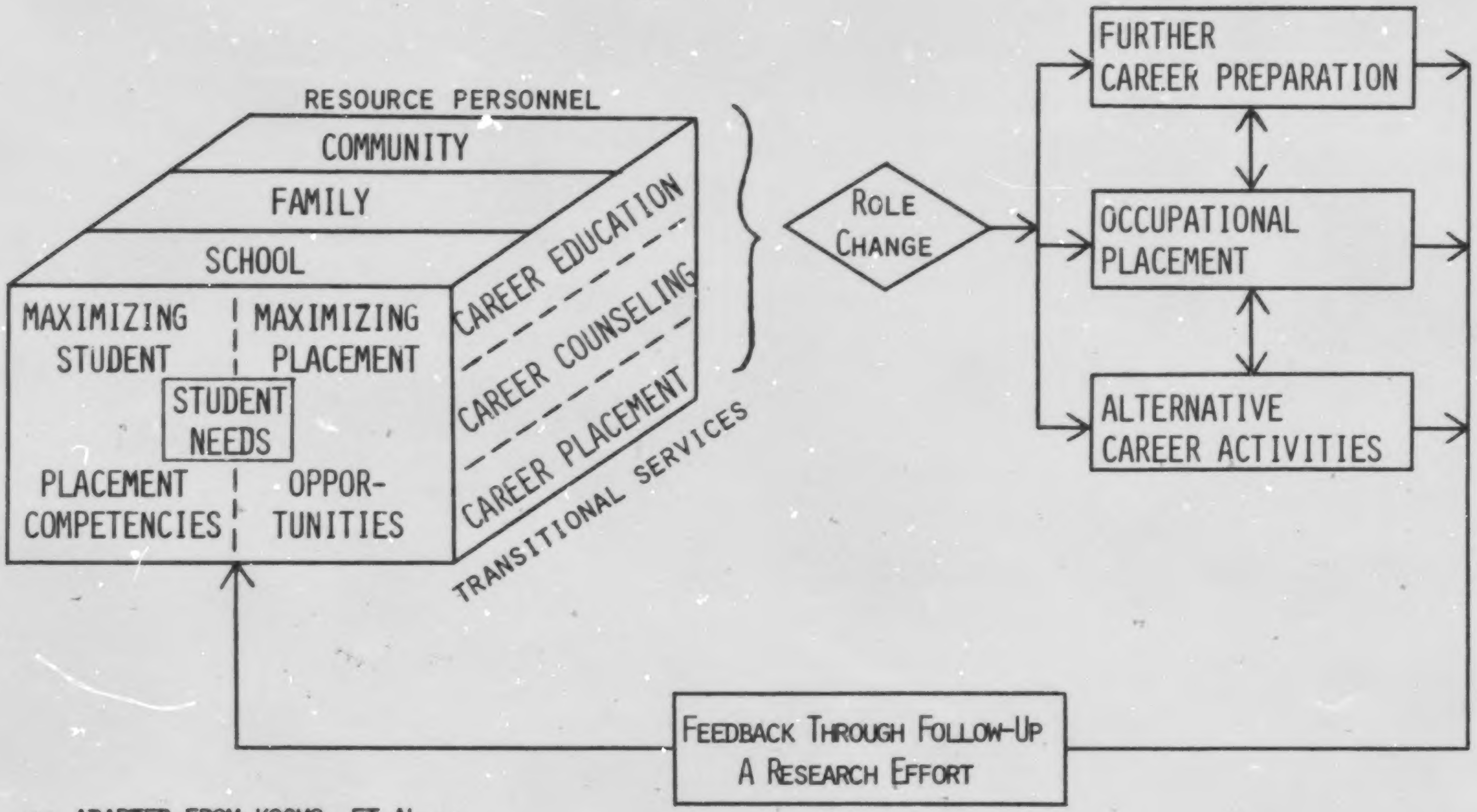
*For a more comprehensive description of this model, please see *An Individualized Approach to Career Counseling and Placement,* a companion volume in the *Rural America Series.*

Figure 1

A School-Based Transitional Placement Model for Rural Schools



** ADAPTED FROM KOSMO, ET AL.,

A COORDINATED AND COMPREHENSIVE SCHOOL-BASED CAREER PLACEMENT MODEL, VOLUME III

If students are to be able to make a successful transition, the placement program must deal with both opportunity development and student development.

Opportunity development implies that the placement staff is constantly attuned to identifying activities which will increase the range of choices available to students. For example, the current opportunity structure is continually scrutinized to:

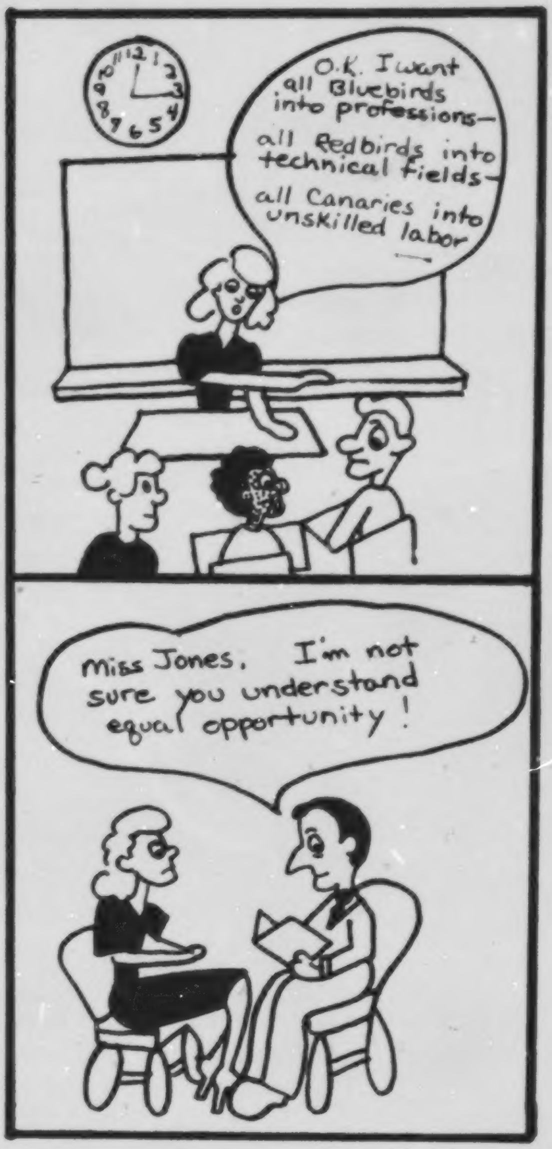
- identify existing openings related to students interests and abilities,
- isolate restrictive practices which unnecessarily limit student access to desired opportunities, e.g., inappropriate screening procedures or failure to abide by affirmative action guidelines, and
- examine possibilities for restructuring the opportunities to correspond more closely to student needs.

The staff also scrutinizes the interests, abilities, and values of students to identify situations in which these may be serving as barriers to career entry. Students may be leaving the school without the necessary competencies to enter the placements they desire. The placement staff, in the role of student advocate, lobbies with the instructional staff to provide the necessary training. Similarly, negative parental attitudes toward further education may be barring some students from these opportunities. The placement staff must again articulate these problems to parents. In essence, therefore, the placement staff attempts to broaden the opportunities available to students by constantly asking, "How can we bring about a better correspondence between the needs of students and the opportunities available to them?" Both students and opportunities are perceived as dynamic, not static entities.

The staff is also aware that the placements which students enter following high school will in all likelihood be temporary. Those who chose further education will eventually become involved in locating occupational placements. Whether because of personal choice or labor market changes, most of those entering employment may soon need to change jobs or obtain further training. As Spradley (1973) has noted, a career is "progress along a pathway, not arrival at a destination" (p. 11). The inevitability of change as a concomitant of career progress suggests that the placement staff approach the placement process as a learning experience for students. Implicit in this idea is the need to remove the mystique which surrounds placement. In general, most of the materials prepared for school-based placement personnel are directed at teaching staff members rather than students effective techniques for locating placement opportunities and approaching employers. This strategy is antithetical to assisting students develop effective placement skills and reinforces the notion that there is something magical about placement.

Furthermore, when school personnel fail to share placement information with students, they contribute to an image of the school as an "occupational" sorter. The procedures used for designating which students are referred to which openings may be unclear to students. Correspondingly, students may begin to feel that the school has become an arbitrator of their destinies with students slotted into the career roles the school deems appropriate for them.

Most of these problems can be circumvented if school personnel approach the placement process as an opportunity to train students in necessary career survival skills. Openness must characterize the process. Priority is given to helping students acquire the skills involved in locating and securing a desired placement with the staff serving primarily as role models for students. For example, when employer contacts are made students should not only be included as observers, but also as active participants. Similarly, information about affirmative action regulations should be made available to students as well as to the placement staff. Just as in any learning situation, there are bound to be differences in individuals' readiness and ability to learn. Each student's needs in this area must be individually determined.


O.K. I want all Bluebirds into professions— all Redbirds into technical fields— all Canaries into unskilled labor
Miss Jones, I'm not sure you understand equal opportunity!

The placement staff, therefore, examines student needs for self-development and opportunity development from the perspective of the next step in each student's career pathway. To accomplish this mission requires that the placement program be integrated within a total career development framework.

1. *Integration of career education, career guidance, and career placement services.* As indicated at the beginning of this section, the entry of students into various career roles is a complicated process. The student's chances of participating in various career roles are influenced by their total educational experience. Placement activities do not begin when the student is about to leave the school setting, but rather when s/he enters the school. The choices open to students and their ability to succeed in these choices are influenced by the training students have received and the guidance they have had in career selection. For example, Ann's chances of entering and succeeding in a pre-med program will depend on: (a) whether her instructional program has prepared her to compete effectively on the college entrance tests, (b) whether the guidance she has received has prepared her to cope with the social pressures involved in selecting a non-traditional career role, and (c) whether the placement staff has helped her locate universities with recruiting policies favorable to Ann. Ann's situation typifies the importance of integrating placement within a total career development perspective which includes career education and career guidance programs.

Although sharp distinctions cannot be made between these different programs, for the sake of simplicity the following divisions are offered:

a. *Career Education:* activities designed to provide the necessary placement entry requirements, e.g., coursework, specific skill training, work experience.

b. *Career Counseling:* activities designed to assist the student identify, select, and evaluate placement alternatives, e.g., counseling, self assessment, career information.

c. *Career Placement:* (a) activities designed to promote student career independence in acquiring the desired alternative, e.g., career planning, training in interviewing and application skills, techniques in developing placement leads; and (b) activities designed to increase the placement opportunities available to the individual, e.g., referral activities, solicitation of openings, job development.

Because placement opportunities are influenced by each of these areas, administrators, counselors, and teachers all share a responsibility in student placement. The simple addition of a placement office will not compensate for other staff members' failure to acknowledge that their activities serve to broaden or constrict a student's career horizons. An effective placement program, therefore, depends on a total staff commitment to promoting student career development.

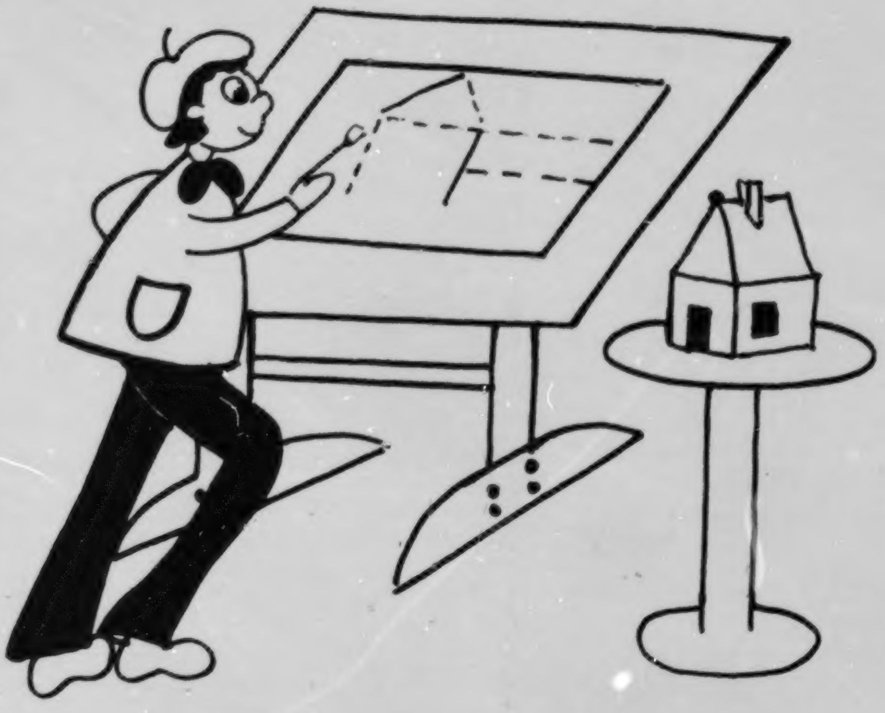
2. A School-Based, Community-Shared Responsibility. Although the operational base for the placement program is the school, this is not meant to imply that the school alone is responsible for the career placements obtained by youth. The placement process has been equated with the total transitional process students encounter as they select and implement career goals. This transitional process is also a concern of the family and the community. The family's ability to meet the placement needs of its members has become more limited as opportunities have increased and the procedures for entry have become more formalized. Nevertheless, many students continue to rely on family "connections" for occupational entry. The attitudes of other family members toward work in general and toward specific occupational roles and the desirability of various opportunities for further training influence the career decisions youth make. The family, in this sense, is also a provider of placement services which include specific instruction in an occupational role, occupational information, financial assistance, and referral to possible openings.

The responsibility for placement is also shared with the community as these students are members of this larger group. In a rural community, such an orientation is particularly appropriate and desirable. Many students desire to remain in their home community, but because of limited opportunities are forced to relocate. The school alone cannot increase the opportunities available to students for either further career preparation or for employment. This objective can only be accomplished when a community commitment exists for the development of greater opportunities. In another sense, students are expected to behave as responsible members of the community; however, such an expectation must be coupled by community behavior which encourages student participation.

C. Designing School-Based Placement Programs

The homes designed by Frank Lloyd Wright represented a synthesis of organic, functional, and aesthetic values. The terrain, the lifestyle requirements of the residents, and basic artistic values were all accommodated. Those involved in designing placement programs are essentially architects balancing similar concerns:

- What are the basic values or goals of the placement program?
- Where will the program be operating? in what school? in what community?
- Who are the students who will be using the program? What are their needs?



The specific programs and activities which schools develop to assist students accomplish the transition from school to future career roles will reflect both the needs of the students in that school setting and the school, community, and family resources available. No two school systems are likely to develop the same approach to placement if the program is allowed to evolve from these basic cornerstones. Each of the following sections are designed to help those involved in program development select methods and activities which would be applicable in their particular school settings.

Part II is focused on determining a target population for a placement program directed at the transitional process. It includes methods for identifying the needs of the target group. The ethical issues involved in selecting those to receive assistance with placement are also addressed.

In Part III, the premise that placement is a school-based, community-shared responsibility is developed. Community, family, and local resources which can be integrated into the placement program are presented. The relationship between the placement program and other school activities is discussed.

Part IV is concerned with staffing a placement program. Advisory committees, task forces, and steering committees are included in the staffing of the program. Alternatives for allocating direct staff responsibilities are also presented.

Part V focuses on selecting *program* objectives and activities. A comprehensive placement program includes activities directed at:

- locating existing opportunities;
- assisting students secure these opportunities by
  1. encouraging community support
  2. increasing the students' contact with those who control entry to the placements, and
  3. developing student self-sufficiency in placement;
- developing additional opportunities for those students whose needs cannot be met through the existing alternatives;
- maintaining the program; and
- evaluating the placement program.

Although each of these areas should be included in a comprehensive program, a variety of activities are offered to allow the staff to select those which are possible within their own time and budget constraints.

Part VI is focused on individualizing the placement program. The activities in the previous section are designed to benefit all students; however, planning must also be directed at each student. Techniques for developing a placement plan for each student and following-through on the plan are presented. The emphasis in this section is on approaching placement as a joint endeavor of the student and the staff member.

Readers are urged to review the alternatives suggested in each section and to select from among them those which would be most compatible with their own school setting. The methods, activities, and procedures discussed in this booklet are not meant to be treated as gospel. Experimentation, on-going evaluation, and refinement are not only encouraged, but necessary. Leadership must be taken during these infant years of school-based placement services to test assumptions and practices wherever possible. Only through such conscientious questioning will we be able to develop placement programs which promote the career development of each student.

The chart in Figure 2 summarizes each of key elements of the Transitional Placement Program:

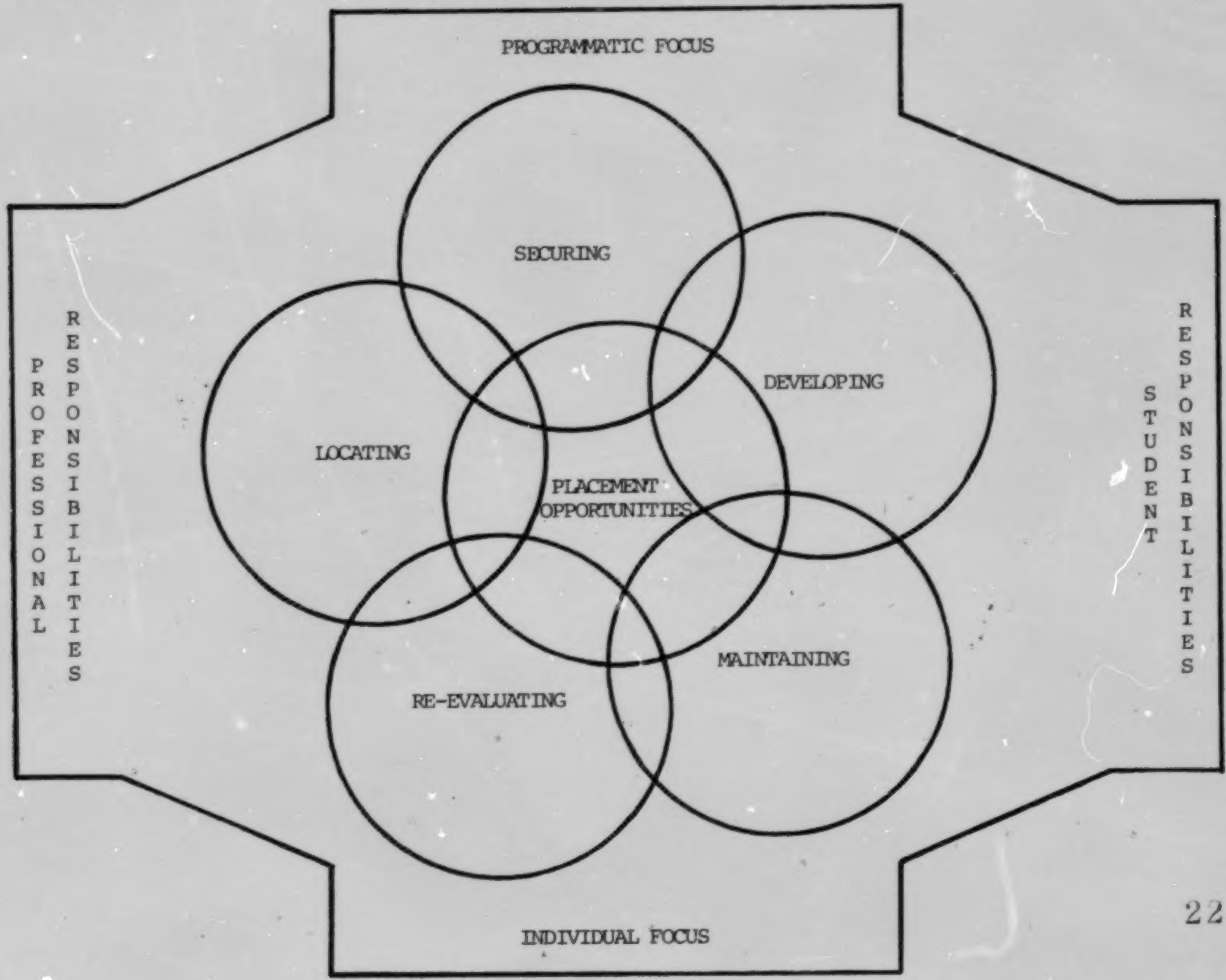
1. It has both a programmatic and an individual component.
2. It reflects the shared responsibility for placement among the student, the school, and the community, including family members.
3. It highlights the key process in placement, that of:

   - locating
   - securing
   - developing
   - maintaining
   - evaluating

   placement opportunities.

Figure 2

Components of the Career Placement Program



II. STUDENT NEEDS

QUESTIONNAIRES

HOME VISIT

FORMAL VISIT

MAIL SURVEYS

The student advocate model for placement has outlined the basic values for the program. Placement is viewed as a transitional process, not an isolated event. The goals during this process are to expand the career opportunities available to students and to increase their self-sufficiency in acquiring these opportunities. Although these basic values must be integrated in the final program, the design cannot be completed until information is gathered on which students will be served. Because of the program's emphasis on helping the student take the next step along a career pathway, more than likely the major groups of concern to the program will be those students about to leave the school setting either through graduation or early exit. Additionally, the placement program should also become involved with the students who are likely to face major barriers to later career activities, i.e., the economically disadvantaged and those with poor academic records. These students' needs both in terms of opportunities and personal competencies will influence the type of program which will be constructed.

A. *Senior Placement*

Before the placement staff can arrange field trips, select guest speakers, plan workshops, or conduct student seminars, they will need information about the types of opportunities which students are seeking and the problems they may encounter in locating these. In some schools, this information may already have been gathered and may, in fact, have contributed to the decision to inaugurate a placement program. For example, one rural school system may have started a placement program because a major employer of former students has left the community. The students may be forced to look elsewhere for work but lack information on other opportunities and the procedures involved in entering these. In other communities, there may be general agreement that students are having difficulties locating and entering post-secondary placements but the reasons for these difficulties may not be known. In this latter situation it may be helpful to gather information through student surveys.

1. *The Senior Placement Survey.* Figure 3 contains a sample of the type of survey which could be used in planning placement activities for seniors. The survey could be administered in the classroom setting at the end of the junior year. The information could then be used during the summer months to arrange activities for the next year. Guest speakers could be contacted and field trips arranged with classroom teachers. Catalogues for training programs and schools could be ordered in anticipation of the demand for these materials. Although the students plans are likely to be relatively unstable at this time, this type of survey can give the staff a general idea of the types of placement opportunities students will be seeking.

Part II of the survey will give the staff an indication of the problems students expect to encounter in obtaining these opportunities. For example, the school may decide to offer programs in urban living or small business operation depending on the responses of students. However, it should be remembered that this information only reflects the student's personal opinions regarding the training needed. This information should be validated with surveys of staff members and former students if possible. Current students are simply projecting themselves into future situations whereas these other groups will have had actual experiences from which to draw conclusions.

2. *Staff surveys or workshops.* Many staff members have probably been involved in helping students locate possible jobs, cooperative work experiences, volunteer placements, or further training opportunities. Through these experiences they have probably formulated some personal impressions about the problems students encounter in locating, entering, and succeeding in these placements. A meeting can be arranged with these staff members to discuss their perceptions of the problems faced by students. Aside from providing the placement staff with needed information, the meeting will also

Figure 3

Placement Needs Survey Page 1

As you begin to make decisions for your years following high school, Green Valley would like to help you get the information you might need to make these decisions. Please fill out the following questionnaire so that we might contact guest speakers, arrange field trips, and purchase materials in areas which will be of interest to you.

PART I

1. I would like more information on job opportunities in the following occupations:

   First choice ____________________________

   Second choice ____________________________

   Third choice ____________________________

2. I would like more information on training programs in the following areas:

   First choice ____________________________

   Second choice ____________________________

   Third choice ____________________________

3. I would like more information about the following branch(es) of the military:

   ____

4. I would like more information about volunteer programs in the following areas:

   ____

5. I would like more information about the following colleges or universities:

   A. ________________________________

   B. ________________________________

   C. ________________________________

Figure 3 (Continued)

Placement Needs Survey

Page 2

PART II

Which of the following areas would you like to receive more training in?

Area	Yes	Maybe	Not really interested
Completing application blanks			
Finding job leads			
Interviewing			
Calling employers for an appointment			
Selecting a school or training program			
Completing the G.E.D. (high school equivalency)			
Writing resumes			
Living in the city			
Managing money			
Setting up a small business			
Getting along on a job			
Better study habits			
Employee rights			
Equal opportunity hiring practices			
Other: ______________________________			

demonstrate that the placement staff recognizes the potential contributions of other school staff to program development. If a workshop meeting is not practical, Part II of the senior survey could be administered at a faculty meeting with the question rephrased to read: "Check any of the following areas in which you feel students need additional training?"

3. *Former student survey.* The opinions of current students and staff members should be substantiated by information gathered from former students. A random sample of these students could be sent a stamped self-addressed post card similar to that in Figure 4.

Figure 4

Former Student Survey

Green Valley is trying to prepare students for the problems they might encounter after they leave high school. Based on your experiences, which of the following areas do you think the school should offer more training in:

☐ Completing application blanks
☐ Calling employers for an appointment
☐ Selecting a school or training program
☐ Completing the G.E.D.
☐ Setting up a small business
☐ Getting along on a job
☐ Equal opportunity hiring practices
☐ Finding job leads
☐ Interviewing
☐ Writing resumes
☐ Living in the city
☐ Managing money
☐ Better study habits
☐ Employee rights

At what grade do you think the training should be offered?

The post card survey also includes a question related to when training in placement securing skills should be offered. Because many undergraduates are involved in searching for part-time employment and summer jobs, it might be worthwhile for the school to consider providing training in job search techniques during these earlier grades. This early training can always be reinforced during the junior and senior years.

Whatever format is selected, be it a formal questionnaire approach or an informal survey of teachers or counselors, the key information to be gathered in designing a placement program for those about to leave the school setting includes:

- a description of the placement opportunities which students are planning to explore, and
- the student's placement competencies.

B. School Leavers' Needs

The other student group of major concern to the placement staff is the early school leaver. Because many school leavers have negative attitudes toward their school experience, Cottle (1968) has concluded:

> It is a definite mistake to undertake this task with the objectives of keeping all potential dropouts in school. Rather, the objective should be the most appropriate placement of each individual in terms of his knowledge and his choices: in school, when this is indicated by the individual's situations and choices, and where the school still meets his needs: or out of school, when exploration of the situation causes the individual to choose some other training or job placement as more appropriate for him. (p. 198)

An exit interview should be arranged with each school leaver, preferably with their parents in attendance. If this is not possible, a home visit might be arranged. During this visit or interview, the placement representative should help the student explore the educational and occupational alternatives available. Community programs which might provide assistance should also be discussed and, with the student's permission, appropriate referrals can be made.

Whether the school itself should continue to provide services to the dropout is a philosophical issue which must be dealt with by each district. Too often, however, this decision has been made emotionally rather than rationally. If the student chooses to leave, either the school is admonished for failing to meet the student's needs or the student is perceived as a misfit or nonconformist and left to cope as best he can. Yet the school is but one resource in the community. It can be of service to those who feel they can no longer benefit from its offerings by providing information on other available resources. The exit interview and follow-through contacts can help the student locate these other resources while demonstrating the school's continued interest.

If the school has made a commitment to providing services to school leavers, these services would probably have to be provided on an individual basis as described in Part VI. It is unlikely that the rural school would have enough students leaving the school setting at any point in time to warrant a group approach. Some of the activities, however, which might be of particular benefit to these students would be immediate training in interviewing and application procedures, referral to possible training programs which various agencies sponsor for school leavers, and information about possible employers. Again, the goal of the placement program is to help each student take the next step, not force the student into a certain choice.

C. Part-Time Job Placements for Students with Special Needs

Some school placement programs have increased the scope of their services to include placement of undergraduates. This assistance is typically confined to job placement in part-time, summer, occasional, and cooperative work situations. The rationale for such broadened services is that these placements provide several benefits to students—valuable work experience, an opportunity to gain specific occupational skills, a source of income to those in economic need, and contact with occupational role models.

But should the school intervene in the current process of filling these vacancies? Perhaps the answer lies in making a differentiation between cooperative work experiences on the one hand, in which students develop occupational skills; and on the other, paid employment in unskilled or semiskilled jobs.

Cooperative work experiences are extremely important, especially in rural areas where equipment and staff budgets may be limited and community placement is essential in the development of occupational skills. Those interested in developing occupational education programs in rural areas may find further information in: *Rural Occupational Education Program: Wake County, North Carolina* (Morgan et al. 1970, and Carroll, R. O., n.d.). Cooperative work experiences emphasize specific skill training and typically are located by vocational instructors.

In most instances, the placement staff is confined to locating part-time and seasonal openings of an unskilled nature. If the placement staff is considering including such job placements as part of their effort, they should consider the following issues:

a. Have students actually encountered difficulty in locating part-time and seasonal jobs in the past? Which students have had the greatest difficulty?

b. Can the placement program actually affect the part-time or seasonal job market? In what way? Are most hiring practices stabilized and unlikely to be altered?

c. If the placement opportunities are limited, what is likely to be the effect of the school's recruitment of these opportunities for students on other community members?

d. What value accrues to students from having the opportunity to locate these jobs on their own efforts? How could these experiences be used to help them develop self-reliance skills in placement?

e. What are the ethical considerations for those providing referrals to part-time jobs? How are students screened in answer to employer requests?

As Bolles (1974) has noted, it is impossible to establish a center for handling employer requests without biasing the center in terms of the employer. He states:

> . . . placement and career counselors see themselves as the bridge between employer and job-hunter, equally helpful and loyal to both.
>
> It would be simply grand if this bridge building were possible. But it is very much a delusion, one which has been responsible for a great deal of mischief, at the very least. If, in the imagination of our hearts, we go high above the earth to look down upon the whole elaborate job-hunting "system" or "apparatus" that was erected to help the job-hunter (as it is supposed to do), one thing will strike us above all else: that almost every part of this "system"—be it private employment agencies, the federal-state employment service, job banks, computerized operations, classified ads, or whatever—is warped in favor of the employer rather than the job-hunter. Therefore, when there is some conflict between the employer's needs and those of the job-hunter, each part of our country's job-hunting system will tend to cast its loyalty to the employer. This is so for an obvious reason: whoever pays the piper calls the tune. The employer has a continuing financial relationship with this whole job-hunting apparatus, and offers the prospect of repeated contracts and business; whereas the job-hunter, if successfully placed, may not be seen again for many years. (p. 24)

Too often, school-based placement services have begun by justifying their programs in terms of student needs but have found themselves catering to employer needs in order to continue getting referrals for openings. They offer to screen the students and send the *best qualified.* The students with the best qualifications, however, are those least likely to need assistance.

Despite these admonitions, in some instances the school should assist the part-time job seeker in locating suitable employment. Those students with poor academic records and those in serious economic need are of concern to the placement program. The student with the poor school record, often accompanied by a poor attendance record, needs to be identified early. Developing a positive work record can often compensate for a poor academic record; in fact, some schools have developed special programs to serve the academically disadvantaged. These programs stress preparation for work, appropriate job behavior, and work experiences.

In some small communities, the student with a history of behavior problems and poor attendance has been labeled a "troublemaker." Employers become reluctant to hire these students in any position of responsibility. Unfortunately, the label often becomes a self-fulfilling prophecy—expecting trouble, the employer is likely to find it! Early intervention with these students is critical in order that positive social contacts can be established. "Shadowing" programs in which a student investigates a specific job by staying with the worker during a day's work, is one satisfactory method of contact. "Shadowing" provides opportunities for students to observe and interact with both employers and employees. These students need to understand why these experiences are especially important for them. Attention should also be given to preparing the student for employer contacts and outlining appropriate behavior for such occasions.

Students facing serious economic difficulty should also receive the individual attention of the placement office since their continued education may be dependent on securing paid employment. Family poverty may have encouraged them to regard the economic system as unresponsive to their needs. Long-range career goals may seem irrelevant in relation to locating an unskilled part-time job. These students need proof that working within the system will pay off for them. The school's concern for the student's economic well-being can do much to contradict the image of an unresponsive community.

Usually, identification of those most likely to need early intervention in career planning and assistance in locating part-time jobs poses few problems in the small school. At a faculty meeting, the placement staff can communicate their concern that these students be identified and referred to the staff. These referrals should be followed by personal contact with the students. The form in Figure 5 can be completed by the student to help the staff identify needs and develop a plan for meeting these needs.

Although the school staff may decide not to get involved in the part-time job placement of students, except for those facing major barriers, some employers will continue to contact the school to recruit potential employees. Often they will ask for a candidate who has demonstrated certain skills or attributes. Each school will have to determine how it will respond to such requests. However, when attention to the hard-to-place has been stressed, it is more likely that employer requests will be screened in terms of their potential for meeting these students' needs.

D. Summary

Students' needs, both in terms of training in placement securing skills and in terms of opportunities are one of the cornerstones of placement program development. The school must begin by identifying which students will be the target groups for the placement program and subsequently identify their needs. In all likelihood the program will probably have the greatest impact if special attention is devoted to:

- seniors,
- early school leavers,
- students with poor academic records, and
- the economically disadvantaged.

Figure 5

PART-TIME JOB APPLICATION

Name ______________________ Homeroom __________
Address ______________________ Phone No. __________

Yes ☐ No ☐ I would like to help in finding a part-time job during the school year.

IF YES, COMPLETE THE FOLLOWING SECTIONS:

1. So far, what I've done about finding a job is:

   ☐ a. I haven't begun to look.
   ☐ b. I don't know where to look.
   ☐ c. I've asked around about where there might be openings, but I haven't applied for any jobs yet.
   ☐ d. I've applied at some place, but I haven't heard yet.
   ☐ e. I've applied at a lot of places, but no one was interested in hiring me.
   ☐ f. I've given up trying.

2. Some of the jobs I'd consider doing are:

   ______________ ______________

   ______________ ______________

3. I've had the following work experience:

Job Title	Job Duties	Employer Name	Employer Address

4. Do you have a social security card? Yes ☐ No ☐
5. What hours can you work? ______________
6. What transportation arrangements can you make for getting to a job? ______________

   ____

7. How important is it to you that you find a part-time job?

   ☐ VERY important
   ☐ SOMEWHAT important
   ☐ NOT VERY important

Although involvement with all students may be urged by some, the program's effectiveness with these students will probably be marginal. Not only will limited resources have to be allocated to more areas, but in all likelihood, intervention in the placement of these other students is likely to yield little positive benefit.

A Community Placement Center

A central clearinghouse for job referrals may be of benefit in certain rural communities. Small towns, changing their character from rural to suburban, may experience a rapid growth in small retail businesses and services. In some resort areas a large percentage of the businesses are owned by out-of-town entrepreneurs although staffed by local residents. In both of these instances, peak hiring periods occur and often the hiring practices are extremely informal. The rural community may find it useful to establish the school as a central clearinghouse for these job openings.

The important consideration is that all residents are allowed equal access. If the school can document that current entry procedures are biased against the community's youth, a plea for increasing the ease of job access by high school students may be appropriate. In essence, therefore, the intent of a placement service is to equalize opportunities, not provide an unfair advantage to any of the community's sub-populations.

The following handbooks present useful guidelines for developing an employment exchange or job clearinghouse:

Negley, H. H. *Job Placement Primer*, Indiana State Department of Public Instruction, 1975.

Gibson, R. L. and Mitchell, M. H. *School-Based Placement and Follow-Up Services: Equal Opportunity Provider*, State of Indiana, State Board of Vocational-Technical Education.

McCarty, V. V. *Job Placement*, Atlanta, Georgia: Georgia Department of Education.

The State Job Service office may be consulted for information on Affirmative Action regulations and guidelines for establishing this service to community members.

III. PROGRAM RESOURCES

In the transitional placement model, the emphasis is on helping students move into adult career roles, particularly occupational roles. The school is not the only social institution which influences this process. The family and the community also make vital contributions to the preparation, guidance, and placement of youth. When approached from its broadest perspective, therefore, the placement process must be viewed as a responsibility of all these institutions. No one institution can answer all of the needs of students. Rather, when cooperation exists among these groups, the family, school, and community can each contribute its own resources to the total process.

A. Family Resources

In years past, the transition into adult occupational roles could be accomplished within the confines of the family. The economic base was tied to the family unit, and young people were trained in the skills necessary to assume the economic roles dictated for family survival.

Modern technology has eroded the family's ability to provide the knowledge and skills necessary to enter specific occupations. Even young people who plan to enter a family business find that they have to secure training in formal institutions if that business is to keep pace with modern demands. Farming, hotel and restaurant management, real estate sales, and retail store operations demand levels of knowledge and skills which often cannot be transmitted solely by individuals in these occupations.

Despite the family's limited ability to meet a young person's need for preparation, it continues to exert a major influence on the selection of career goals and on occupational entry. In fact, in most surveys of high school youth, the family is listed as the most influential resource in career planning and the most frequently used source of leads in job placement. In planning with individual students, therefore, the family's potential contributions should not be overlooked. The family's contacts in the labor market, their personal experiences in different career roles, and their information about other communities or other life styles are but a few of the resources the placement staff may wish to integrate into planning with students.

B. School Resources

Many of the school's faculty and staff may already be working for goals and objectives compatible with those of the placement program. Teachers may be sharing information about different occupations with students. They may be making assignments which involve study of, or visits to, local businesses. The placement program's aim is to supplement these existing activities not usurp them.

School staff should be surveyed in the initial stages of program development either in terms of the project's objectives or probable activities. For example, the staff can be presented with a description of and rationale for the school's placement program. The program's objectives are specified and the staff asked to describe on an open-ended questionnaire how their current activities relate to these objectives. In this manner, an objective such as "acquainting students with existing career opportunities" might be listed. A librarian's response would probably reflect the material acquired for the school library in this area. The counselor might respond that post-secondary school catalogues are available to students, civil service opportunities posted, or appointments with recruiters arranged. A special education teacher might describe training programs to which students are referred.

In another approach, the results of the student needs survey are used as a basis for the staff survey. In the survey presented in Part II students are queried as to the types of opportunities which they would like to explore further and the placement skills which they feel need further development. These results can be tabulated and circulated among staff members. The staff can indicate which training activities they currently provide and on which opportunities they could provide further information.

In some rural schools, it may not be necessary to become involved in such a formal school survey. Instead a smaller meeting of key school staff might be arranged. These staff members can review the program's objectives and results of the student needs assessment, and based on their personal experience, identify school resources or staff members who are currently involved in related activities.

Whatever approach is used, the purpose of this review of existing resources should be to identify those individuals in the school setting who are currently most involved in student placement. Once these people are identified, plans can be made for developing cooperative working arrangements between these staff members and the placement program. In some instances, where this has not been done, placement programs have encountered resistance. Competition rather than cooperation arises between counselors, vocational coordinators, and placement personnel. Even if competition does not arise, there may be a senseless duplication of efforts. For example, the librarian and placement director may both order the same materials or a handicapped student may be referred to the same training program by both the special education teacher and a member of the placement staff. Guidelines for compatible relationships should therefore be established early.

C. *Community Resources*

A similar approach can be taken in soliciting community agency cooperation. Like the school, the Job Service, Division of Vocational Rehabilitation, State Manpower Council, State Apprenticeship Council, and post-secondary educational institutions are concerned with the assimilation of youth into adult career roles. Each of these agencies currently offers services related to career preparation or placement. Unfortunately, the distance between the rural community and the local or state offices of these agencies is likely to be a major variable affecting the agency's willingness or ability to provide services. However, each of these agencies as well as local organizations should be contacted in developing a placement program.

1. Job Service. No matter what the distance between the local Job Service office and the school, this agency should always be contacted in the development of a placement program. Even if the Job Service does not get involved in the day-to-day operation of the placement program, the local district director or office manager can provide valuable information. The Job Service maintains records on state and local occupational opportunities which can help school staff construct an economic profile of the community. Through the local office the school can gain information on programs to serve the economically disadvantaged. The local office manager can also acquaint school personnel with the pamphlets and brochures prepared by the Job Service on job-finding.

The Job Service has a growing interest in serving the rural resident and school personnel may find the staff interested in greater involvement. Some of the ways in which the Job Service may become involved include employment counseling to dropouts and handicapped students; aptitude testing through the General Aptitude Test Battery; interest testing through the Kuder; and referral of students to specific job openings. Another Job Service resource is the Job Bank, a computerized listing of current openings, which has been made available to some schools to help students gain more information about the local job market. Each school district should check with the local Job Service office manager regarding the availability of the Job Bank.

Local conditions will determine the actual responsibilities of the school and the Job Service in the placement of youth. In some cases, Job Service personnel maintain a part-time office in the school. In others, they require that students come to the local office for assistance. Although agreements may vary between individual schools and the Job Service, the intent of this cooperation is uniform. Because the Job Service controls access to some of the placement opportunities available in the community, school personnel should make their students aware of the existence of this agency.

A State Plan to Build Cooperation

In Wisconsin, the Department of Public Instruction and the Job Service have evolved a program for building cooperative arrangements between Wisconsin high schools and local Job Service offices. Over 90 Wisconsin high schools are involved in the 1977 projects. Placement teams are developed within each school. The teams include vocational educators, teachers, counselors, and Job Service representatives. Each develops its own system for designating responsibilities among the various team members in order that the program evolved will reflect the local school's needs and resources.

2. *The Division of Vocational Rehabilitation.* The Division of Vocational Rehabilitation provides career guidance and placement services to the severely handicapped. Eligibility for services is based on the presence of a substantial handicap to employment. Further, an expectation must exist that through the provision of rehabilitation services the client will be able to secure gainful employment. Services available through the Division include appraisal and assessment procedures, physical and medical restoration, counseling, planning, and placement assistance. It also provides financial assistance to handicapped people engaged in occupational training programs.

States and even local offices vary in terms of the Division's readiness to get involved with students enrolled in high school. In part, some of this variability is due to the passage of state legislation which mandates that the schools be responsible for providing adequate education programs to all handicapped students. The school staff should, therefore, contact their local office of the Division of Vocational Rehabilitation to determine what types of involvement they can legitimately expect. If the particular office is not able to accept the students referred, it may still be willing to participate in an in-service to help the staff develop sensitivity to the use of appropriate assessment procedures with the handicapped and the issues involved in career planning and placement of the handicapped.

3. *State Apprenticeship Council.* The State Apprenticeship Council can provide the school with information on apprenticeable occupations within their state. This information can help students identify the various entry procedures, the typical wage scales in different fields for apprentices and journeymen, and the length of apprenticeships. It can also help students see the similarities between the courses they are taking now and those needed for apprenticeship status.

4. *Post-Secondary Educational Institutions.* Local post-secondary institutions can provide a wealth of resources to the school placement program. They can provide brochures about their institution and they can also help school personnel in the development of their school-based placement programs.

A visit to the placement center in these institutions can help the school staff gain information about barriers to career entry. The school staff can examine the types of career information resources currently being used in that center for their applicability in the high school. Many of these post-secondary placement centers have started to offer seminars in job seeking skills to students. These seminars may be quite helpful to the school in designing similar seminars for high school students.

The post-secondary school counseling center is also likely to contain information valuable to the high school placement program. The post-secondary counselors can help the school staff identify potential problems their students may encounter in adjusting to school life. They may also be able to provide the school with up-to-date information on financial assistance.

5. Local Organizations. Local service groups and business groups such as the Chamber of Commerce, Associated Merchants organizations, American Legion, Jaycees and Jaycettes, and American Association of Agri-Women should also be contacted. These groups are potentially valuable to a school-based placement program because they can easily identify with the goals of the program. As parents, friends, or potential employers, they share the school's concern for the assimilation of students into community life. The names of the groups can be obtained by contacting the community newspaper, if there is one. The editor of the paper can probably also describe the type of activities the organization tends to prefer. Other resources which might be contacted in locating these organizations are the clergy, elected town or village officials, and local radio station managers. Local organizations can contribute to the placement program by providing guest speakers, sponsoring field trips, arranging "shadowing" experiences, or by purchasing materials for the placement program.

One group which should definitely not be overlooked are the senior citizens or associations of retired people. The potential contributions of this group has been recognized by the Small Business Administration which sponsors a program through which retired business people provide counseling to individuals beginning small businesses. Similarly, the secondary school placement program may find the retired population to be a good source of guest speakers and program volunteers. Their community contacts may be especially valuable in locating possible placements for students. In rural areas which have become retirement havens, many of the senior citizens will have had experiences in occupations not represented in the local community. These experiences can be shared with students to broaden their occupational knowledge.

One word of caution in contacting local groups: It would be wise to have developed the proposed placement program to a point at which suggestions for local involvement can be readily made. Although many of these groups may be willing to take on a special project, they will probably want some concrete ideas of what would be expected of them particularly in terms of time. Furthermore, they might be discouraged if they are asked for suggestions, but these are not followed through by the school. Despite these concerns, local involvement should definitely be encouraged.

D. Using a Resource Grid to Organize Resources

Twomey (1975) has suggested the value of constructing a resource grid which quickly identifies agencies or individuals and the services they provide. A variation of this grid appears in Figure 6. The services which are most likely to be needed by students are listed across the top. Resource agencies and individuals are listed along the side. The placement program staff checks each of the services provided through each agency or individual. The grid can easily be expanded as more agencies are identified or additional student needs isolated. It is meant primarily to be a means of rapidly locating potential resources and also assessing where current resources may be sufficient in meeting student needs.

Figure 6

Community Resource Grid

Agencies	Testing	Career Information	Career Counseling	Occupational Training	Financial Assistance	Training in Job Hunting	Job Development	Job Placement	Transportation	Other
1. Job Service										
2. Manpower Council or CETA										
3. Vocational Rehabilitation										
4. State Apprenticeship Council										
5. County Social Services Agency										
6. Community Action Programs										
7. County Mental Health Agency										
8. Local Labor Unions										
9. Local Service Groups										
10. Local Business Groups										
11. Colleges and Training Institutions										
12. Small Business Administration										
13. Other										

Attached to the resource grid should be a summary of relevant information gathered on each agency. This information should include:

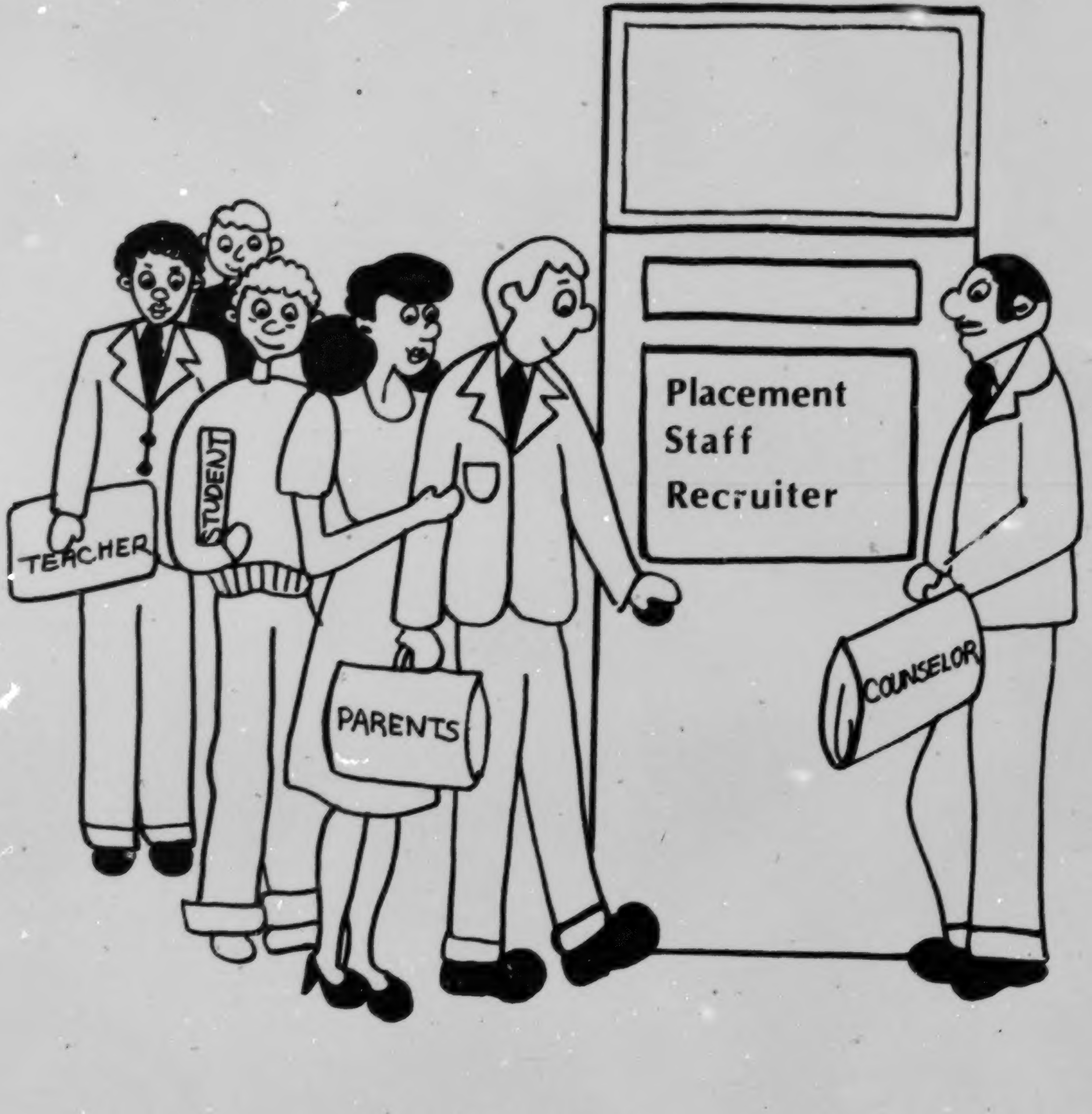
- eligibility requirements,
- referral procedures,
- services available,
- costs, if any, and
- name and phone number of contact person.

Although the initial collection of this information may be time-consuming, it can be updated easily by sending each agency a copy of the summary information annually. Any changes which should be made can be recorded on the summary, dated, and returned to the school.

E. Summary

Many agencies, organizations and individuals share the school's concern that students receive the training and guidance necessary to assume adult roles and responsibilities in the community. The school's placement effort should be directed at synthesizing the diverse efforts of these groups. Among the major resource agencies which school representatives should contact in developing a placement program are: the local Job Service office, the local Vocational Rehabilitation agency, the State Manpower Council or local CETA agency, whichever is responsible for administering area manpower programs, the post-secondary institutions most frequently attended by graduates and the State Apprenticeship Council. Local business and service groups should also be contacted.

IV. THE PLACEMENT STAFF



Designing and constructing a placement program has been compared to building a home. During the first three sections, we have examined each of the elements which will contribute to the design: the basic principles or values of the program, the needs of the individuals who will use the program, and the setting in which the program will operate. During the next few sections, the process of converting this design into an operational program will be discussed. Decisions will need to be made as to who will be responsible for constructing the program and what materials will be used.

Once a design for the placement program has been evolved from a synthesis of the program's goals, student's needs, and available resources, the placement staff and their responsibilities must be designated. Because the responsibility for placement is shared by the school with the family and community, the staffing pattern should reflect a commitment to involve each of these groups in both program development and program operation. They may become involved as members of either the support staff or the program staff.

A. Support Staff

1. Advisory Committees. A well-selected community advisory committee can be of great value to a placement program. The primary functions of the advisory group are to provide community information, to assist in the identification of community resources, to advise on program planning and evaluation, and to serve as a communication liaison with the community. The committee members should be chosen to reflect their ability to act as representatives of various community groups. These individuals act as sounding boards against which placement personnel test whether their ideas are realistic and will meet with a favorable reception. A community advisory committee should therefore, include individuals who can effectively articulate the concerns of parents, employers, community agencies, and specific interest groups.

Some of the people who should be considered for membership include:

- A school board member familiar with parental expectations.
- Employers, especially those who are also active in civic organizations such as the Chamber of Commerce, American Legion, local Merchant's Association, or Lion's Club.
- A representative from the Job Service, Division of Vocational Rehabilitation, Manpower Councils, or County Social Service agencies.
- A representative of one of the local labor organizations which include apprenticeship opportunities.
- Representatives of any special interest groups or minority populations which could be affected by the school's placement effort.
- A student representative.
- The school principal.

In one rural high school the advisory committee included an owner and manager of the village bowling lanes and a village policeman. Both of these people were extremely helpful in identifying individuals and community groups who could meet student needs. The editor of a community newspaper could also be a valuable asset to an advisory committee.

The community advisory group should total approximately eight members, not including the school representatives. The student, principal, and placement coordinator are included primarily to present the school's perspective regarding community suggestions.

2. *Steering Committee.* The student representative and principal should also participate on the school's internal placement advisory committee. This committee could originally be designated as a Placement Steering Committee (Gibson and Mitchell, n.d.). In this capacity, it could be responsible for overall program development including the specification of program goals and objectives and the selection of initial target populations for service. In situations where a new position has developed for the placement coordinator, it may also be desirable to have this committee screen potential applicants. This approach would demonstrate visually to the school staff that the placement program will operate in cooperation with the guidance and instructional programs. If the school administrator has already decided that a counselor or a faculty member will assume the major responsibility for the placement program, the immediate formation of a Placement Steering Committee can encourage early total school involvement.

The composition of the Steering Committee might logically include:

- the school principal,
- a representative of the vocational education faculty,
- a representative of the academic faculty,
- the special education teacher,
- the school counselor, and
- current and/or former student representatives on the basis of their ability to accurately communicate student attitudes and needs.

The idea of student participation in policy-making may cause some concern among educators. Nevertheless, since student needs form the core of the placement program, they should be given the opportunity to evaluate the program. They should also be free to offer suggestions on increasing student participation in the program, and to monitor the program's commitment to providing equal opportunity for all students. From its inception the school-based placement program should be pursued as a joint venture with the students. Justification need not be offered for including students, but rather for excluding them from participation.

The original Steering Committee can evolve into an internal advisory committee as the program progresses. As the evolution occurs, arrangements should be made to increase and rotate participation in order to involve more faculty members and students in program development and implementation. The internal and external advisory committees may arrange to meet on alternate months. At critical decision points, joint meeting of the two committees should be held to discuss mutual policy-making concerns and to acquaint the two groups with each other.

3. *Task Forces.* Task forces are formed around a specific objective or problem area. They may be organized to explore sources of funding for the placement program, to conduct a community survey, to explore opportunities for community economic development, or to propose evaluation criteria for the placement program. Task forces are short-term groups designed to accomplish a prescribed activity. Members are selected on the basis of their expertise and interest in the specific area. They are generally of most use when (a) further study is needed prior to decision-making;

(b) when the objective can be accomplished within a relatively short time span; (c) when there is a desire to increase the number of individuals involved in a specific activity; and (d) when increased communication among diverse groups is desired.

Task forces can be used to increase student and community participation in the placement program without asking for long term participation. For example, a group of high school girls may combine their efforts with the local association of American Agri-Women to survey the barriers women encounter in entering local agri-business opportunities. The results of their survey could then be used by the placement staff and the agriculture instructor in identifying ways for increasing the participation of women in local agricultural opportunities. Task forces may also be used to increase student participation. In Kimberly, Idaho (Helliwell, 1973), groups of students are responsible for arranging annual career days and reviewing guidance materials prior to purchase. Classroom teachers could also be encouraged to develop task force projects in keeping with their instructional objectives while providing valuable career development activities for students.

B. Program Staff

Before discussing the methods for selecting program staff, it might be helpful to examine the variety of activities which must be performed. These activities may be loosely grouped into three areas:

- Those concerned with program development, organization, and administration.
- Those concerned with individual student planning and placement.
- Those concerned with promoting student career development.

The following charts describe some of the activities which can be included in each area.

Figure 7

Activities in Placement

Activities Involved in Program Organization and Administration

1. Program Development:
    - Develop, conduct, and interpret placement needs survey
    - Identify existing school/community resources
    - Prepare program objectives and suggest activities to meet these objectives
    - Present program objectives to school staff and administration
    - Conduct in-service programs for school staff

Figure 7 (Continued)

- Develop procedures for identifying local placement opportunities
- Organize advisory committees and task forces

2. Program Coordination
    - Assign staff responsibilities for program objectives
    - Develop plans for participation with other community agencies
    - Coordinate the requests to community members to participate in the program
    - Coordinate the current career placement activities of school personnel
    - Assign students to individual advisors
3. Program Operation
    - Develop suggestions for student involvement
    - Disseminate information to staff and students regarding placement materials
    - Disseminate information to community about placement program
4. Program Evaluation
    - Evaluate the effectiveness of the activities used in meeting program objectives
    - Evaluate the extent to which individual placement needs were met
    - Conduct follow-up survey

Activities Involved in Individual Student Planning and Placement

- Develop individual placement plan for each student
- Refer students to community resources or school programs which are compatible with the student's placement plan
- Consult with parents
- Provide related career information to students
- Provide assistance to students as necessary in placement recruitment, i.e., arranging interviews with employers, describing student needs to community agencies, etc.
- Placement development

Figure 7 (Continued)

- Follow-through on recommendations, referrals, and placements
- Evaluate individual student progress
- Prepare reports on activities for program coordinator
- Suggest changes in program objectives or activities to coordinator

Activities Related to Student Career Development

- Specific skill training
- Career assessment
- Career counseling
- Training in placement skills, e.g., application procedures, interviewing, sources of job leads
- Organization of a career resource center
- Developing career programs for special student groups such as the handicapped, migrants, disadvantaged, etc.

Because of the wide variety of tasks which are involved in student placement, a variety of methods are available for staffing the program. These range from assigning total responsibility for all aspects of the placement program to an existing staff member, to dividing the responsibilities among a placement team. Some of the more common methods of staffing a placement program are discussed below.

1. *Counselor-Based Placement.* In some schools, counselors have been assigned total responsibility for student placement. The major reason advanced for this decision is that it represents a natural extension of counselor's current placement activities. Counselors have typically been perceived as providing post school placement assistance to the college-bound. If similar assistance is to be provided to the employment-bound perhaps such help should logically come from the counselor. However, this argument does not reflect an understanding of the basic elements of effective job placement: knowing the client's job capabilities and knowing the job demands.

Landing a job for a client is probably the most anxiety-producing situation a counselor can encounter. When a counselor asks an employer to interview a student for a job, s/he typically feels that this represents a personal endorsement. To make such an endorsement the counselor must be familiar with both the demands of the job and the student's ability to meet these demands. For many counselors this is nearly impossible. The Individualized Career Counseling Handbook indicates that there are no valid instruments which the counselor can use to predict student performance on a job. The best predictor of work performance is previous work history; this experience is sadly lacking for many high school students.

The other side of the equation concerns information about the specific tasks involved on the job. Even if the counselor were to memorize the *Dictionary of Occupational Titles,* s/he still would only gather a portion of the information needed. S/he would also need information on specific working conditions such as type and amount of supervision, attitudes of coworkers, availability of transportation, etc. No two job situations are exactly alike and many times it is the subjective elements of the job rather than the specific tasks performed which determine the individual's success.

These difficulties constitute one reason why counselors have often preferred to confine their direct placement activities to the college bound. Not only are there more reliable, although not perfect, instruments for predicting college success, but the demands of college life are also apt to be well known to the counselor from personal experience.

Counselors, therefore, frequently lack the informational base necessary to be effective in placement with the employment-bound student. However, although they may be at a disadvantage in serving this particular population, they have the skills necessary to perform a variety of the other activities involved in student placement. For example, many counselors could perform most if not all the activities involved in program coordination and administration. They often are familiar with conducting student and community surveys, involving community members in school programs, and referring students to community agencies for assistance. Similarly, counselors may be designated as responsible for a variety of career development activities, such as career assessment, career counseling, or organizing a career resource center.*

2. Employment Specialists. In another common approach to placement, the responsibility is divided between the counselor and an employment or job placement specialist. The counselor is assigned the responsibility of locating suitable educational placements for those pursuing further training while the employment specialist handles all aspects of student job placement. An outside person is recruited from the Job Service or local business for the job placement position. Among the qualities sought in the employment specialist are:

- familiarity with the local job market,
- familiarity with hiring practices,
- active involvement with local employers, and
- previous experience in job placement.

The coordination, career development, and individual student placement activities are virtually divided between the counselor and the job placement specialist. However, although on the surface such a division appears sensible, it may not always be easy to put into practice. This is especially true in the area of individual student planning. Just as the counselor may lack the occupational information to be effective in job placement, the employment specialist may be unfamiliar with the career development needs of adolescents. Often their experiences have been with placement of skilled or experienced applicants. They may face difficulties in placing students who present

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*Methods for using the expertise of the counselor in a total career development program are discussed in a companion volume: *Career Counseling in the Rural School.*

unclear career goals or have limited work experience. These problems are not insurmountable if a good working relationship exists between the counselor and the employment specialist. A more basic problem in most rural schools, however, is likely to be that budget limitations preclude hiring an additional person to assume job placement responsibilities.

3. *School-Job Service Teams.* One way of circumventing the budget limitations of rural schools and also acquiring expertise in the area of job placement is to combine the school's efforts with those of the Job Service. Currently over 100 high schools in Wisconsin are experimenting with this approach to placement. The Department of Public Instruction and the State Job Service agency have entered a consortium agreement to provide job placement services at the secondary level. A placement team is designated in each high school and includes the school counselor, the local vocational education coordinator, a Job Service representative, and an interested teacher. They divide the responsibilities for student placement among themselves. Other than meeting some general guidelines agreed upon by the Job Service and the Department of Public Instruction, the schools are free to develop their own programs and make their own decisions on staffing. In many ways this type of collaboration offers the best of both worlds. Each agency and individual can provide services in the area of their own expertise. Furthermore, it involves an integration of the instructional, guidance, and placement realms.

Such a joint effort is dependent on the cooperation of the local Job Service office which might not be feasible in all school districts. This cooperation may be especially difficult to acquire if the local Job Service office is a great distance from the school and if the number of students to be served is small. The Job Service is dependent upon securing job placements for justifying its involvement and would need reasonable assurance that a sufficient number of such placements would accrue from their involvement with the school program.

Other difficulties which must be addressed in developing a cooperative agreement with a local Job Service office include the different criteria which might be used by the school and Job Service for evaluating program effectiveness and the discrepancies which might exist between the listings available from the Job Service and the placement opportunities desired by students. The criteria for success used by the Job Service is the number of placements in which a "placement" is defined as:

> The hiring by an employer of an individual referred by the employment office for a job or an interview, providing that the employment office completed all of the following steps: (a) made prior arrangements with the employer for the referral of an individual or individuals; (b) referred an individual who had not been specifically designated by employer; (c) verified from a reliable source, preferably the employer, that the individual had entered on a job; (d) recorded the transaction on an employer order form and other appropriate ES forms. (Employment Security Manual, Section 1002)

The school may have different criteria for success, placing greater priority on the longevity of the placement obtained, the compatibility of the placement with the student's career goals, and the ability of the student to independently secure his or her own placement. Furthermore, the percentage of the employers in a given area who list their openings with the Job Service is variable. There will not always be a one-to-one correspondence between the needs of the students and the placements available through the Job Service.

Again, such problems are not insurmountable if a cooperative foundation has been established between the two agencies. The school may broaden its placement focus to include the part-time placement of underclassmen thereby increasing the number of placements available to the Job Service. Additionally, placements recruited by the school staff could be processed as Job Service orders thereby also expanding the number of Job Service placements for accountability purposes. Another alternative is to pursue a community-wide placement program (see Part II) in an attempt to attract Job Service involvement.

4. Faculty-Based Placement. Another alternative which has been gaining some attention with the advent of career education is a return to the use of faculty career advisors. Because no one person can obviously be well-informed regarding all jobs and all students, the placement responsibility can be dispersed among those persons likely to be the most knowledgeable. This principle has been successfully applied at Lewanee Vocational Technical Center and Placement Program at Adrian, Michigan which "boasts 100 percent placement of students in a county with relatively high unemployment" (Dayton, 1973, Abstract). In describing this school's job placement program, Dayton (1973) notes:

> The typical avenue for a student to follow in seeking employment is through his Vo-Tec instructor, who knows him and can make an intelligent judgment concerning the student's readiness for employment and can then contact the Placement Director or an employer as seems appropriate. (p. 6)

The teachers, counselors, and placement staff work cooperatively in locating job placement opportunities for students.

A similar strategy has been used at the Michigan Division of Vocational Rehabilitation. All employers of 100 or more employees are handled as separate "accounts" and a counselor assigned to each. The counselor becomes familiar with the job opportunities available in that business. When openings arise, the counselor reviews a master list of employment-ready clients for those who have expressed a job preference consistent with the opening. Although the technical aspects of the procedure would not be applicable in most rural schools, the strategy can easily be translated.

Based on student placement needs, employer surveys, and faculty-staff expertise, a placement team can be created. Each member of the team is responsible for a group of employment opportunities. They in turn serve as career advisors to students expressing an interest in these opportunities. Placement is approached as a joint faculty-staff endeavor. This already occurs in most schools which operate secondary vocational programs. The vocational teachers locate cooperative training opportunities in the community and often assist their students in locating employment following graduation. The placement program should not usurp these activities but rather develop complimentary strategies for meeting the needs of the non-vocational enrollee.

The key element of this approach is to identify the potential demands, based on the student survey, for specific career and employment information. Career advisors are assigned in each of the major areas. For example, an examination of student placement needs and local opportunities may yield the following career areas:

- Natural resources, including occupations in agriculture, forestry, mining, fishing, etc.
- Business and office, including clerical occupations and small business management.
- Health and public service, including the health occupations, "helping" professions, child care service, and public service occupations.

- Manufacturing, trades, and technical occupations.

- Sales and service occupations associated with retail sales, hotel, and restaurant operation, and personal services such as dry cleaning, insurance sales, etc.

- Art and communications, including occupations related to creative expression such as photography, the media, and writing.

Those schools which offer vocational education classes will find many likely candidates to fill the career advisor roles in the above areas including the instructors in agriculture, industrial arts, office practice, distributive education, and consumer education. Teachers selected from the academic staff can supplement these teachers' activities in the other career areas. An English teacher and/or the art instructor may assume responsibility for the sixth area. Because of the bulk of the opportunities available in the health and public service area require further education, the school counselor may be selected as the most appropriate advisor. The major consideration in selecting career advisors is their familiarity with that segment of the labor market, including their personal contacts within the target field.

A career advisor team presents several advantages in the placement program:

1. It narrows the "territory" for which any one person is responsible and hence creates a cadre of experts.

2. It narrows the number of individuals for whom any one person is responsible, hence promoting attention to individual student needs.

3. It leads to a greater integration of instruction, guidance, and placement, and hence, provides the continuity which is at the core of a successful career development program.

Superficially this approach appears to be the most difficult to organize. Concerns are expressed that teachers will not be willing to assume the advisory role, and that they lack expertise in this area. These problems, however, also characterize the approach of naming the school counselor as responsible for all placements of students. In one sense, therefore, the problems will probably be similar in all situations in which the placement program must be staffed by existing school personnel.

As mentioned earlier, the teacher-based placement program does not represent a radical departure from what is currently occurring in good vocational education programs. Rather it represents an extension of this service to other students by encouraging academic instructors to confront the relationship of their subject matter to eventual student career opportunities. The career advisors have essentially two responsibilities: career information and placement. In order to meet these responsibilities, the career advisor may be released from the responsibility for one course each semester. This released time can be used to contact employers for participation, arrange outside experiences for students, and advise individual students. Some schools have offered summer courses in which faculty members receive credit for developing career-related materials to be integrated into their classroom instruction.

Concern has also been expressed that teachers cannot assume responsibility for student placement without extensive in-service training and a good deal more released time. These arguments appear to lack foundation when the actual parameters of the process are examined. The key elements in effective placement appear to be information, i.e., knowing what is needed for successful performance in the placement and knowing the student's ability to successfully meet these performance requirements; and social contacts, i.e., repeated contacts with those who control entry to the placement. Clearly, a teacher serving in the role of career advisor is in the best position to meet these requirements effectively. They have had an opportunity to observe student's performance on tasks related to specific career opportunities and they usually have contacts with others in similar occupations. For example, if Jack is interested in pursuing a career in Journalism and wants a chance to test his ability in a related job, his English instructors are probably his best resource. They will have firsthand knowledge of his writing ability and, through their contacts with others in the writing fields, they can recommend potential employers to Jack. They may suggest student publications to which Jack could submit articles or they may refer him to a local newspaper editor with whom they have had previous contacts. Through the use of faculty advisors, Jack can receive the benefit of their expertise in assessing his personal abilities against the requirements of various career opportunities.

Whenever possible, attempts should be made to limit the number of advisees to approximately twenty-five seniors. Of these twenty-five, some will be pursuing further education and should be referred to the counselor for specific entry information. Another group will probably be able to locate their own placements with a minimum amount of direct assistance. Since priority is given to student-secured placements, the advisors may need to become actively involved with only a small number of students.

In a faculty-staff placement program, the wide variety of tasks can be divided among the participants to reflect their areas of interest and expertise. Although the tasks which will be included in placement programs in different schools will vary, the following chart (Figure 8) suggests one example of how some of the tasks involved in each area might be delegated among support and program staffs. In this type of staffing arrangement, the program organization activities are the prime responsibility of the counselor; the individual student activities are the major responsibility of the faculty advisors; and the career development activities are shared by the entire staff.

C. *Summary*

A great deal of flexibility exists for staffing a placement program. The approach eventually selected will probably reflect the budget available for the placement program, the amount of cooperation which is received from existing agencies, particularly the Job Service, and the school administrator's willingness to redefine staff responsibilities. When decisions are made concerning staffing the program, a primary concern should be to designate the activities based on staff expertise and enthusiasm. Additionally, students and volunteers should be recruited to expand the staff's resources.

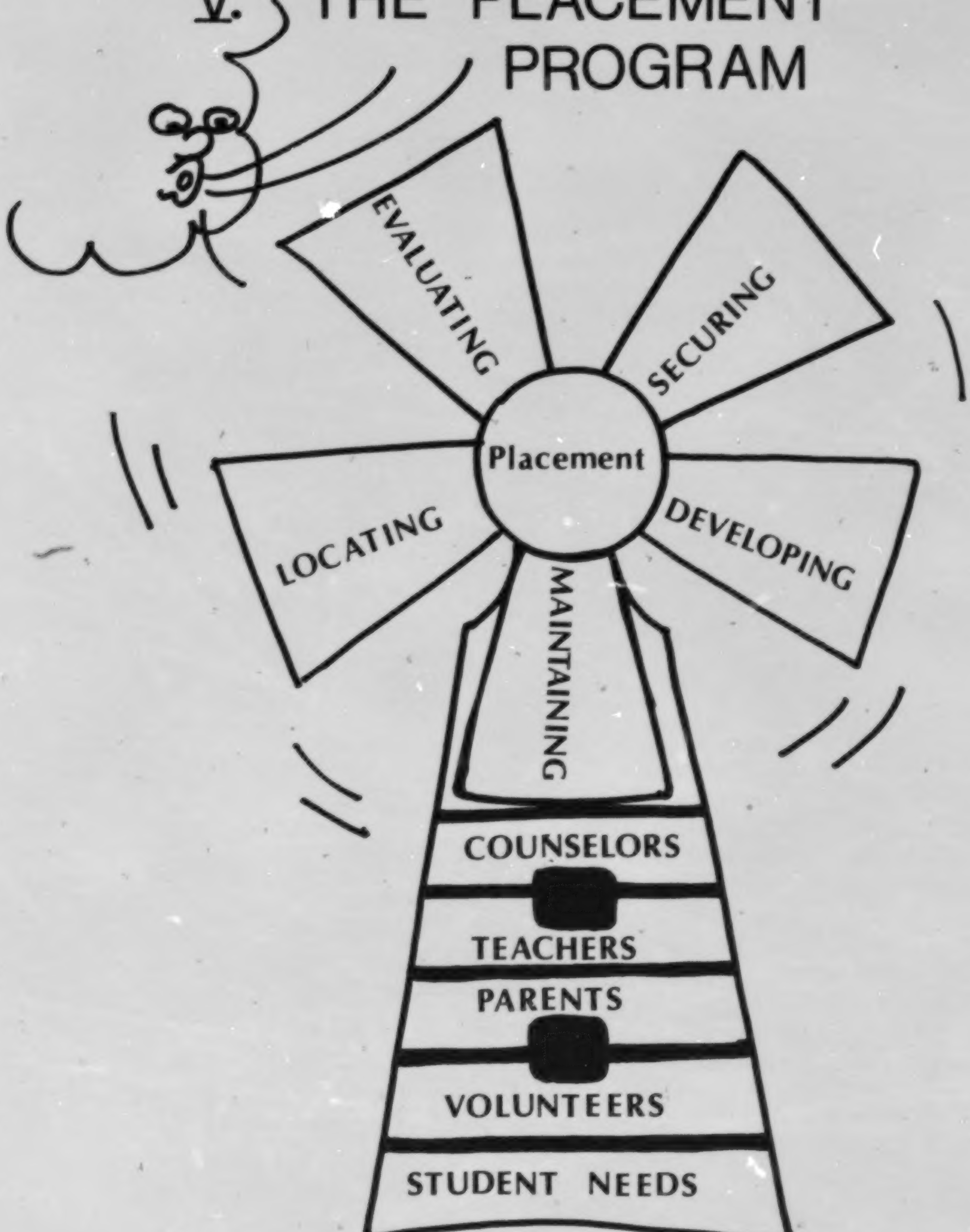
A circular relationship necessarily influences staffing decisions and decisions on the scope of the placement program activities. Where existing resources are severely limited or adminstrative commitment weak, the placement program can begin on a more limited basis. The activities which are likely to attract the greatest staff enthusiasm may be chosen for the initial program effort. These activities may be expanded as the program gains greater acceptance and administrative support.

Figure 8

Distribution of Tasks in Sample Placement Program

Tasks	Placement Steering Committee	Advisory Committee	Students	Counselor	Career Advisor	Others
Program Operation						
Placement needs surveys	X		X			
Resource survey		X	X	X		
Develop community participation plans				X		
Assign staff responsibilities	X					Principal
Disseminate information on community resources				X		
Disseminate information on placement program		X		X		
Purchase placement materials				X	X	
Identify local placements			X	X		
Evaluate placement program	X	X	X	X	X	
Individual Student Programming						
Develop student plans			X		X	
Refer students to resources					X	
Job referrals and development					X	
Educational referrals and development				X		
Follow-through				X	X	
Career Development Activities						
Skill training						All Faculty
Career assessment				X		
Career counseling				X		
Career information					X	
Training in placement skills				X	X	Volunteers

V. THE PLACEMENT PROGRAM



The previous chapters have concentrated on defining the basic cornerstones of the placement program. On the one hand, a decision has been made as to "who" should be served and what services these students will need. On the other hand, the community and school have been examined as to what services and staff are available. In essence, therefore, two sets of information have been developed: a list of the needs of students and a list of the resources available. At this point the two must be balanced. How can the available resources be most efficiently used to help students take the next step in their career development? More likely than not, it will seem that the needs of students will outweigh the resources available. Because of this, basic decisions must be made as to whether these limited resources should be used to develop a placement "program" for all students or be concentrated on individualized planning with each student.

In some schools, the limited resources are concentrated on developing a "program" which will hopefully be of benefit to most students. The efforts of the placement staff are directed at conducting employer surveys, developing student seminars in job-seeking skills, meeting with advisory committees, arranging field trips, contacting guest speakers, and developing a system for referring students to placement openings. These activities might be viewed as a means of changing the student's environment, or "setting the stage," so that all students will have a better chance of securing a desired placement. Unfortunately, the impact of the program on an individual student is not generally known and too often some students fail to be served at all.

The reverse extreme is true in situations where limited resources are used for individualized planning and placement. Here the person assigned the responsibility for placement works individually with each student in locating and securing a desired placement. Local employers are not surveyed as a group but rather contacted individually as a particular student becomes involved in locating a specific placement. Training in job-seeking skills is provided informally based on the placement representative's personal assessment of a student's need for such training. The focus, therefore, tends to be primarily on individual development without any major change in the social environment. Although the benefit of this approach is that each student is served, the difficulty is that basic programs which would theoretically enhance all students' opportunities are lacking.

Obviously, the goal in development a placement program is to strike a balance between these two extremes. While someone in the school must be assigned the responsibility for meeting *each* student's placement needs, the school should also develop a support program which addresses *common* student needs.

This section focuses on developing support programs to address common student needs. Specifically it includes sections related to:

- identify existing placement opportunities,
- helping students secure these opportunities by
  1. increasing their contacts with those who control entry to these opportunities, and
  2. training them in effective placement-securing skills,
- developing additional opportunities,
- maintaining placement opportunities, and
- evaluating the placement program.

A variety of approaches for constructing each of these support programs is included in each section. At the end of each section, some worksheets and exercises have been included to help the reader translate these programs to particular rural school settings.

A. *Identifying Placement Opportunities*

As students approach the next step in their personal career pathway, whether this involves exploration, further training, or some other alternative, they will need to know where to find these placements. This section focuses on ways of gathering this basic information. It includes methods for identifying existing opportunities and the procedures involved in entry.

1. *Private employment opportunities.*

a. Developing a community economic profile. Some rural communities are located within commuting distance of urban centers offering diverse occupational opportunities. Residents of these rural communities can maintain their rural home life while earning their livelihood in the city. Other rural communities are isolated. Survival in these areas depends on the community's ability to provide economic opportunities for residents in pre-existing businesses and industries. Those who cannot be assimilated into the labor force must either relocate or be dependent on other family members. For example, in rural communities primarily dependent on agri-business, a continuation of sex-stereotyping frequently results in limited occupational opportunities for young women. These women find that maintaining their rural residence depends on either marriage or their family's willingness and ability to continue providing financial support.

Rural communities also vary in their growth patterns. Some communities have seen rapid growth as they change from rural farm or resort communities to suburbs or retirement havens. As this occurs, the economic base changes, with a corresponding change in occupational opportunities. In contrast are the rural areas which depend on one major industry such as mining, lumber, fishing, agri-business, or tourism. These townships are at the mercy of the many legislative, consumer, and natural variables which affect the growth or decline of such businesses.

Persons developing placement programs need to be concerned not only with current and projected opportunities but also with the procedures typically used to acquire these placements. The methods for entry may be quite informal in communities which have a large proportion of family-owned businesses. Parents, anticipating their children's eventual partnership in the business, provide the training experiences necessary. Additional employees are recruited from among their relatives and friends. In a community with a high demand for seasonal employees, local residents may have no difficulty acquiring a summer job even though knowledge of openings may be dependent on word-of-mouth. In other communities, entry procedures may have become more formalized with openings listed in a central location such as the bank or the school. In developing a placement program, these procedures must be examined and a decision made as to whether intervention by the school would have any sizable impact.

In planning a placement program for a rural community, the following variables should be considered: the range of occupational and educational opportunities available, current entry procedures, and the growth pattern of the community. Some of the questions which must be asked are:

1. Upon what industries or businesses is the community dependent? What future trends are these businesses likely to experience?
2. Is the economic base of the community likely to expand or shrink?
3. What occupational opportunities are available in the community? Within commuting distance?
4. Are the occupational opportunities of a seasonal or annual nature?
5. Do the jobs provide opportunities for advancement or regular pay increases?
6. What opportunities for further education or training are available within commuting distance?
7. What are the current procedures for assimilating the community's youth into the economic life of the area?
8. Are openings made known to the general public? If so, where are they listed?
9. Is there an underlying sex role bias or cultural bias which influences the manner in which the community allocates opportunities?
10. What are the population characteristics of the community? Is there a pattern of in- or out-migration? If so, who are the migrants and why do they migrate?
11. What is the community's attitude toward development of other opportunities?

These questions should be addressed in the planning stages of a placement program. In some instances the answers to these questions may already be known. In fact, the decision to institute a placement program may have been made because of these answers. In other communities, information may not be readily available. In these schools, it may be necessary to arrange community workshops, to establish a task force to explore these areas further, or to conduct employer surveys.

If workshops are used to derive a community economic profile, representatives of business groups, such as the Chamber of Commerce or Local Merchants Association, labor unions, local government, and the Job Service should be invited to participate. The Job Service office has access to a great deal of information about labor market trends as well as information on larger employers. This agency should be viewed as a prime resource in identifying local employment opportunities and as such should always be contacted in developing a local economic profile.

b. *Employer surveys.* Employer surveys are often used to locate occupational opportunities in the community. In this instance community is synonymous with "employing community." It includes all employers in the school district and those located in urban centers within commuting distance. Where these urban centers are larger cities, it would be impractical to include all employers. A general rule-of-thumb in such situations would be to survey:

1. those employers who have most frequently hired former students;

2. those employers who might have openings in the career areas most frequently selected by students; and

3. the largest employers in the area.

In surveying businesses within the school district, the first obstacle may be locating those which are often small and rely primarily on the grapevine for making their services known. To counteract this problem, in Mt. Ararat, Maine, the placement director combed both the white and yellow pages of the telephone books in the school district. Students assisted in locating these names. In situations where new businesses are being developed, the local newspaper or village clerk can provide the developers' names.

After the employer list is compiled, several decisions have to be made regarding the survey itself, including what information will be collected, who will collect it, and how it will be collected. Within the survey, requests for information should be distinguished from requests for participation. Requests for commitment should always be personally communicated. It is much easier to fail to return a questionnaire than it is to say "no" to a personal request. (More information regarding involving employers is included in the section on "Securing Placement Opportunities.")

An example of an "informational" employer survey is presented in Figure 9. The information requested in this survey is typical of that requested in any survey of employers, i.e., types of jobs, necessary qualifications, hiring practices, and pay scales.

Though highly interesting to students, the information concerning pay will probably be of some concern to certain employers. For example, in a small town where the local grocer employs only one clerk, it may seem indiscreet to inform the student body of the salary that person is receiving. The use of the categorization "entry level hourly pay," is a possible way of getting around this problem. It allows the employer to indicate the salary range for a "new" employee rather than the current employee. If the placement staff has already developed a rationale for requesting information on pay scales, it will be much easier to handle employer concerns.

Figure 9

SCHOOL DISTRICT EMPLOYER SURVEY

Name of person completing form ______________________ Business address ______________________ Telephone __________

Name of business ____

Please complete the following information about the jobs represented in your business.

Job Title	Job Description	Number of employees currently doing this job	Entry level hourly pay	Number of vacancies expected in next 6 months	Part time (PT) or full time (FT)	Permanent (P) Seasonal (S) Temporary (T)	Qualifications for employment: educational or training requirements, age requirements, special skills necessary, physical requirements, union memberships, etc.

IF ADDITIONAL SPACE IS NEEDED, SEE REVERSE SIDE.

What are the typical procedures you follow when you want to fill a job vacancy?

Do you provide any on-the-job training opportunities? If so, please describe these.

Figure 9 (Continued)

Reverse Side

Job Title	Job Description	Number of employees currently doing this job	Entry level hourly pay	Number of vacancies expected in next 6 months	Part time (PT) or full time (FT)	Permanent (P) Seasonal (S) Temporary (T)	Qualifications for employment: educational or training requirements, age requirements, special skills necessary, physical requirements, union memberships, etc.

Survey questions may also relate to fringe benefits, opportunities for advancement, tenure of employees, and working conditions. However, the survey should be limited to one page so as not to discourage response. This data collection procedure can always be supplemented by further contacts if the initial impression is positive.

The number of employers to be surveyed determines whether a personal interview format or mailed questionnaire should be used. A combination of both techniques might be most desirable. Major local employers should be interviewed personally. The questions can be explained as they are asked, insuring a more accurate perception of the information requested and an opportunity for the school official to clarify technical or ambiguous responses. Employer's concerns over how the information will be used can also be addressed. In addition, the employer survey provides a means by which the school representative can make the acquaintance of employers and perhaps make some preliminary judgments as to their receptivity to further involvement with the school program. If the employer's interest is aroused, or if the school representative has had some previous contact with the employer, the question of further employer participation could easily be pursued at this time.

Mailed surveys can be used to contact smaller employers and those too distant from the school to make contact practical on a personal basis. The mailed survey can also be used by students who desire information about specific career opportunities in other parts of the state. For instance, those interested in opportunities for summer resort employment may survey resort owners throughout the state. Similarly, students wanting further information on employment in the area of child care may survey day care centers and nursery schools in a target city. In this manner, the survey can be used to teach students how to write appropriate letters to employers, how to locate potential employers, how and what information should be requested, and how to evaluate the information received. The employer survey, therefore, can serve two purposes in a rural area: (1) gaining descriptive information concerning the local employing community, and (2) gaining information about specific career opportunities in other areas of the state.

When a mailed survey format is used to obtain information about the local community, the cover letter should be given careful attention. Brevity and clarity are important. The employer needs to know why the information is being requested, what use will be made of the information, and why his or her participation in the survey is necessary. One approach to increasing employer participation is to present the survey as a joint effort of the school and another community group, such as the local Chamber of Commerce, Jaycees, or service organization to which employers are likely to belong. In this way, the element of peer acceptance can be introduced. Another option is to have the names of the advisory committee included in the cover letter. Again, this serves to suggest to the employer that others in the community share the school's concern as to the importance of the survey.

The following format summarizes the procedures to be followed in a mailed survey and personal interview format.

Employer Survey Procedure

1. Define the geographical area to be surveyed.

2. Contact state Department of Industry, Labor and Human Relations, local Job Service office, Chamber of Commerce, and other businessmen's organization to determine what information is currently available regarding local and nearby businesses.

3. Compile a list of employers in the survey area.

4. Select the procedure to be followed for surveying the employers and designate responsibilities for data collection.

   A. *Personal contact survey*

      1. Develop employer survey form.

      2. Determine average length of time needed to complete survey. Try to stay within a 20 minute time limit.

      3. Telephone each employer to set up appointment to administer survey.

      4. Personally visit each employer.

   B. *Mailed survey*

      1. Develop survey form for requesting information only.

      2. Arrange to have a survey cover letter signed by a representative of the school and a representative of the business community.

      3. Mail survey, cover letter, and self-addressed stamped envelope to all employers.

         - Be sure to include the name and phone number of the school representative who can answer specific questions regarding the survey.

         - A study at the University of Minnesota (Pucel, 1976) indicated that response rate can be improved if printed on colored paper and a packet of coffee or a pencil is included.

         - Indicate the date you expect to receive the completed form.

      4. Telephone or visit those employers who have failed to return their forms by the designated date. Give them the opportunity to provide the requested information over the phone or during the visit if possible.

      5. Develop a system for filing the forms received. This is usually done by types of employment opportunities available. A list of those employers who have indicated an interest in participating in the placement program should also be compiled.

      6. Compile a summary of the information gathered for student and staff use.

      7. Disseminate a general description of the results to participating employers and parents. An article in the local newspaper could be used to reinforce the importance of the survey.

Decisions need to be made regarding who should collect the information from employers. In a mailed format, the person directly responsible for the coordination of the placement program would be the logical school contact. The coordinator is most familiar with the overall goals of the program, the rationale behind the survey, and the uses of the information. The information can be duplicated and shared with appropriate staff and faculty members at a later date. When personal interviews are used, either the coordinator can conduct all of these interviews or the employer list can be divided among members of a placement team. Interviews would be conducted by those members most likely to have future contacts with certain employers. There should also be a central location for filing all the surveys received.

Throughout the data collection process, student involvement should be encouraged. They can assist in compiling employer lists, suggest questions for the survey, accompany staff members on the personal interviews, conduct their own "mini-surveys," prepare articles on the survey for the school newspaper, and participate in preparing summaries of the data received to be disseminated to other students. This might be a legitimate activity for an English or speech class to pursue. Because the goal of the activity is to develop an occupational profile of the community, it could also be incorporated as a project in a sociology class.

c. Job fairs. Job fairs have also been used to identify private employment opportunities. In rural areas, several small high schools may combine their efforts in inviting large employers from nearby urban centers. Tables may be arranged in a gymnasium or cafeteria at which these employers can pass out literature concerning their business and the types of employment opportunities available. Decisions must also be made regarding whether the fair will be used for recruiting as well as information. If the fair is to be used for recruiting, provisions must be made for scheduling students. The school may also want to decide whether the job fair should be open to community participation by other age groups seeking employment. If opened for wider participation, a job fair could be a good community relations tool for encouraging community support for the school placement program.

The Cleveland Board of Education Job Development Program has prepared a comprehensive guide to organizing Job Centers (Gayman, n.d.). It includes step by step instructions for contacting employers, sample letters, interviewing schedules, and application forms. They offer the following suggestions:

1. Review with interested senior—either individually or in a group—the job requirements of the various employers who will participate in the job center. Obtain from each senior a list of employers he is interested in interviewing, in order of priority.

2. Prepare an "Employer's Schedule" for each employer, by filling in employer's name.

3. Fill in senior's name on "Student's Schedule." If you are *satisfied that student meets job requirements* of his first choice of employer, fill in student's name on "Employer's Schedule," and fill in employer's name on "Student's Schedule"—matching time of employer and student. Follow this procedure for all students.

4. Start through with student's second choice, following above procedure—then proceed with third choice, etc.

5. Give student his completed schedule several days in advance of the Job Center date. (Make arrangements so that teachers will accept scheduled time as excused time.)

6. Make certain each student completes a Job Application Form, and prepares enough copies for each employer he is scheduled to interview. Arrange to have student deliver copies to you several days prior to Job Center, so that a copy can be attached to each "Employer's Schedule."

7. "Employer's Schedule," with attached Job Application forms to be handed to employer when he arrives for interviews.

8. Stress to students the advantage to them of presenting a good appearance in order to make a good first impression on the interviewer. If possible, boys should wear coats and ties—girls should wear a dress or suit. Extremes in hair styles should be discouraged.

(Gayman, n.d., p. 10)

2. Public employment opportunities. Federal, state, and local government organizations claim an ever increasing percentage of the labor market. The entry procedures are generally formalized and managed through Civil Service Commissions. Their potential for meeting student placement needs should not be overlooked. The federal government operates a national network of toll-free phone numbers for contacting job information specialists. These are listed in the white pages of most telephone directories under "U.S. Government—Federal Job Information Center." If there is no listing in the directory, the local toll-free number can be obtained by dialing 800-555-1212. The federal Civil Service Commission recommends that those interested in federal employment call this number before writing a letter or completing a job application.

State Civil Service Commissions publish periodic announcements concerning statewide employment openings, requirements and procedures. Some states allow for modifications in the entry procedures for handicapped individuals. Specific information concerning these procedures can also be obtained by contacting the State Civil Service Commission. Local county, city, and village governments should also be contacted. They often hire students for summer recreational, highway, and maintenance work.

3. Further educational and training opportunities. The school counselor has probably collected a myriad of information concerning the educational opportunities available both in the state and outside of it. Typically, little difficulty is encountered in locating formal educational opportunities in colleges or vocational schools. Problems are more likely to arise in selecting among the alternatives available. Students need answers to questions of cost, financial aids, campus social life, housing facilities, atmosphere of the campus, and placement of graduates. For handicapped students, information on architectural barriers is important.

The formal educational opportunities are examined from the perspective of the individual student. Most often counselors will be familiar with the alternatives and be able to answer specific student questions. The follow-up survey can be used to locate former students who have entered these programs and can share their experiences with current students. The information these students can provide concerning campus and community life may be especially valuable to rural students who frequently face the necessity of relocating to secure further education.

The "informal" educational and training opportunities, such as apprenticeships or on-the-job training, are more difficult to locate. The Apprenticeship Council at the State Department of Labor, Industry and Human Relations, and local trade unions can answer questions concerning types of opportunities, procedures for entry, and waiting periods. Disadvantaged and handicapped students may qualify for on-the-job training programs sponsored by various governmental agencies. Division of Vocational Rehabilitation and Job Service representatives should be contacted concerning the specific training programs available. The National Association of Businessmen also sponsors on-the-job training programs for the disadvantaged.

4. Alternative career opportunities. For some students, the process of career entry may involve further career exploration, skill development, or deferred choice. For whatever reason, these students may find that current employment or educational opportunities are not appropriate to their needs or abilities. The key element in determining the need for an alternative placement is accurate information concerning the range of available alternatives and the eventual benefits of each of these alternatives for a given student. For example, a young man or woman may have decided to become a full-time homemaker following high school and defer paid employment until some later date when he or she has formulated clearer occupational goals. The student can be helped to identify potential volunteer experiences which can be useful in selecting future career goals and provide a chance to acquire specific occupational skills. Or, a student interested in opening a small business in the community may decide to spend several months visiting similar businesses in other communities, exploring sources of financial support, and learning small business practices.

Volunteer work, military experience, travel, and independent study should not be discounted as viable placement options, especially in rural areas where opportunities for occupational exploration may be limited. These experiences can help the student gain the knowledge and skills necessary to select among various careers and enter one successfully. Too often, however, these decisions are not explored as carefully as paid employment or further education. The person who elects to be a homemaker is not encouraged to examine this role in terms of its contribution to personal economic self-sufficiency. Those who choose to travel are not helped to plan and evaluate their experience from the perspective of future life style decisions. The placement program, therefore, should attempt to identify the alternative pathways, i.e., those other than paid employment or further education, which may assist the student is specifying or achieving desired career goals.

If a definition of placement is confined to educational or employment opportunities, it presents an unnecessarily narrow perspective to students. In the narrow view, students are not encouraged to consider the ways in which participation in other life roles can relate to economic roles. For example, some people have managed to survive periods of unemployment by translating a hobby into an income-producing activity. For others, civic or philanthropic activities have led to paid employment. As the ability to adapt to change becomes more necessary for survival in our culture, students will find it increasingly valuable to understand the interrelationships among life roles.

The school provides a model for personal creativity by encouraging students to identify the variety of pathways available for economic entry. When the school maintains lists of local volunteer needs, presents students with alternatives available for civic participation, and disseminates information about local art and craft fairs, it demonstrates the importance it attaches to these alternatives.

5. Summary. A placement program designed to maximize the placement opportunities for students must begin by identifying the options currently available. In this process, the school personnel should contact the local Job Service office, Civil Service Commissions, the Division of Vocational Rehabilitation, the Chamber of Commerce, State Apprenticeship Councils, and representatives of colleges, universities, the military, and volunteer associations. The information available from these agencies can be supplemented by school-sponsored surveys. The goal of these informational activities is to develop a profile of what is available to the student in the form of paid employment, self-employment, volunteer and civic participation, and further education or training.

6. Applying the material to your program. On the next page, you will find a chart where you can circle various subobjectives, activities, and evaluation procedures related to *your* needs in identifying available opportunities.

Some of the activities have been described in the text; some have not because they were felt to be self-explanatory. The activities discussed do not include all of the possible alternatives, but rather a representative sample. The reader may be familiar with others which have not been included or have ideas of some other approaches. Do not hesitate to add these to the list.

The charts are intended to be used as worksheets for designing a placement program to fit each reader's diverse needs. Few schools, if any, would have the resources needed to attempt all these activities. Instead, the reader should review the list of subobjectives and circle those which would be most important, i.e., those which are most critically needed, in your school setting. After doing this, review the list of suggested activities. Select those which would be most likely to yield the information you desire. For example, if you selected the subobjective, "Locating private employment opportunities," in what way can these opportunities be located the most easily in your community? If your school is in a very small town, a community profile prepared by school and community representatives may provide the information you need. In contrast, if the school is located in a community near an urban area, the formal survey procedures may be necessary.

Similar charts will appear at the end of each of the next sections. Repeat the procedure of identifying critical objectives for your school program and selecting suitable activities on each of these charts. At the end of Part V, a method for integrating all this information into a design for your placement program will be presented.

Figure 10

PROGRAM WORKSHEETS—IDENTIFYING PLACEMENT OPPORTUNITIES

Objective I: To Identify Placement Opportunities Available to Students

Subobjectives	Suggested Activities	Evaluation Procedures
1. To locate existing placement opportunities.		Description of "Comprehensiveness" of information gathered.
1a. Private employment opportunities	1. Compile community profile 2. Employer Survey 3. Information from Job Service, Chamber of Commerce, etc. 4. Job Fair	For example: 1. Percent of local employers surveyed 2. Types of positions on which information has been gathered 3. Number of local apprenticeship opportunities identified 4. Types of educational or training programs located
1b. Public employment opportunities	1. Gather information on federal opportunities 2. Gather information on state opportunities 3. Gather information on local opportunities	
1c. Apprenticeship opportunities	1. Gather information from State Apprenticeship Council 2. Gather information from local labor union officials	
1d. Military opportunities	1. Gather information from Armed Services Recruiters	

Figure 10 (Continued)

Subobjectives	Suggested Activities	Evaluation Procedures
1e. Educational opportunities	1. Gather information on procedures for completing G.E.D. 2. Order catalogues and related materials from public and private educational and training institutions 3. Obtain financial aid and scholarship information	
1f. Volunteer opportunities	1. Contact local service organizations 2. Contact nearest Voluntary Action Office or United Way	
1g. Civic opportunities	1. Contact local elected officials 2. Contact civic organizations such as League of Women Voters, local political parties, Assn. of American Agri-Women, etc.	
1h. Alternative opportunities	1. Gather information from small business administration 2. Collect information on local and nearby art or craft fairs, demonstrations 3. Collect information on training programs of social service agencies	
2. Disseminate information gathered	1. Articles in local or school newspaper, media, posters, bulletin boards 2. Arrange guest speakers or seminar series 3. Publish summary reports	Estimated number of students to whom information was presented and the type of information presented

B. Securing Placement Opportunities

For a student making the transition into the world outside the high school an increased measure of personal confidence and assurance is the best going-away gift the placement staff can give.

Section B suggests four general areas for helping students make their transition with greater ease and confidence. First, prepare the climate outside school so that the placement program and its activities have community support. Second, make it possible for students to have contact with the persons who are placement providers. Third, give students practice in activities in which they will engage when they seek placement. And fourth, develop programs for students who confront special problems in placement. The titles of the four areas in this section are:

- Developing community support for the placement program.
- Increasing student's contacts with placement providers.
- Developing student's personal competencies in placement.
- Developing programs to meet related placement needs of students.

1. *Developing community support.* Community-wide interest and support can be generated through newspaper and radio coverage of the placement program. The information given about the program through the media can reinforce both the activities of the program and its accomplishments. The fact that a program has been described in a local newspaper or on the radio tends to highlight its importance. Not only does this coverage allow the placement staff to present the rationale for the program and its operation, but it also helps identify the program with individuals in the community. For this reason enthusiastic and influential advisory committee members and employers should be encouraged to participate in media presentations. In addition, newspaper articles can be used by the placement staff in approaching employers or agencies for participation. The presence of these articles documents the community interest in the project.

Besides these formal methods of communication, the placement staff should also consider the informal resources through which community news is conveyed. This is essential when the resources of the placement program are to be made available to non-students. Presentations can be made to civic and service groups, and posters or brochures can be located in strategic spots—the post office, the bank, the laundry, the supermarket.

The participation of community members on the placement advisory committee or special task forces is also a public relations measure. Usually the persons whose participation is requested are also opinion leaders in the community. Their contacts can help spread support among others.

In addition, in the course of placement program activities, the staff can consider opening some of the events to the total community to encourage their support.

2. *Increasing contacts between students and those who provide placements.* Advisory committees, task forces, career clubs, and job hunting clubs represent ways of decreasing the social distance between the student and the occupational community. Students also need direct contact with those indivdiuals who control entry to desired opportunities.

In Section A, "Locating Placement Opportunities," the placement staff were advised to contact the Job Service, Division of Vocational Rehabilitation, post-secondary institutions, military representatives, the State Apprenticeship Council, and the State Civil Service Commission in the course of program development. Participation agreements should be established regarding what services these agencies are willing to provide to students. Most of these agencies have relatively clear guidelines as to the scope of services they can provide, the criteria for eligibility, and the priorities under which they operate. For these reasons, the participation agreements reached with these agencies are likely to demonstrate little flexibility.

The participation opportunities for local employers in the placement program are limited only by the individual employer's willingness to become involved.

a. *Employer participation.* The Employer Participation Card in Figure 11 illustrates the activities for which the school may desire employer involvement. In essence, these activities cluster in three areas: (a) *information activities,* in which employers provide students with information on specific occupations represented in their businesses; (b) *training* activities, in which employers assist in the development of specific occupational skills or such skills required for entry as interviewing, test-taking, and application procedures; and (c) *employment,* in which employers provide paid job opportunities to students. The Placement Needs Survey (Part II, Figure 3) can be reviewed by program staff to suggest the scope of employer involvement.

Figure 11

EMPLOYER PARTICIPATION CARD

Name of Employer ____________________

Name of Business ____________________

Address ____________________

Phone Number ____________________

Willing to participate by:

☐ a. Allowing field trips to observe business
☐ b. Allowing individual students to observe activities of particular workers (shadowing)
☐ c. Allowing students to conduct specific job analyses
☐ d. Allowing individuals students to interview employer
☐ e. Speaking to classes regarding career opportunities in this field
☐ f. Role playing interviews with students
☐ g. Providing copies of application blanks
☐ h. Serving on advisory committee or task forces
☐ i. Participating in school coop or work experience programs
☐ j. Participating in work evaluation programs sponsored by the Division of Vocational Rehabilitation and other community agencies
☐ k. Providing equipment to the school
☐ l. Contacting school when job opening arises
☐ m. Providing on-the-job training
☐ n. Other

Contacting employers is typically the most difficult aspect of the placement staff's job. Nevertheless, increased contact between students and employers is essential in a labor market in which hiring is frequently an informal process and dependent on social contacts. Increasing employer involvement by tapping their knowledge is one way to accomplish greater contact. To do this, students should first be asked to identify occupations in which they are interested. The staff can then review the Employer Survey (Part IV, Section A) to isolate potential employers who can provide further information about these occupations. The staff or placement coordinator should then personally contact the employers selected and present to them a variety of alternatives for participation including field trips, student interviews, or a classroom presentation. Flexibility should also be offered for scheduling their involvement as some employers experience peak seasons or days of the week when participation would be more difficult. The fewer constraints placed on the employer's involvement, the greater the likelihood that s/he will participate. The important consideration in instituting the placement program is gaining the initial commitment. If the commitment is rewarding to the employer, it can always be expanded in the future.

Some individuals have difficulty requesting even such minimal involvement from employers. This is most likely to be true when someone who has not had much contact with local employers is recruited to do placement. In such instances, the coordinator may find it easier to begin by approaching community service groups. The types of community participation needed and the reasons for requesting it can then be explained. The placement coordinator can ask the group members for suggestions on how the desired participation can be encouraged. Either the service group may respond to an element of the program as an appropriate activity for that group to pursue or employer participation cards can be distributed to the members following the presentation.

These service group contacts can also be used to generate *referred leads*. The use of referred leads has been described in the job development manual prepared by the Wisconsin WIN program staff:

> Referred Leads are the first step in successful job placement. When you have been referred to a prospect by someone for whom the prospect has respect, you have a friendly reception. If one person refers you to see someone else and they have known each other for 18 years, you are borrowing from that person those years of knowledge, experience, and trust. Ultimately the reason a person takes action on what you say is because they believe what you are saying is true. The strength of the friendship and the experience with the person referring you helps a prospect to believe you.
>
> (McKosh, n.d., p. 96)

Referred leads serve two basic purposes for the beginning placement representative. They provide an opening sentence for direct employer contacts and they commit the placement personnel to making those contacts. Each lead should be pusued or the sincerity of the request for the lead will be discredited.

The *Employer Survey* is also a potentially valuable tool for use in employer contacts. As mentioned in an earlier section, if possible, this survey should be personally administered especially to those employers from whom further involvement is likely to be requested. The survey provides an excuse for a visit, a chance to explain the program's goals, and an opportunity to discuss some ways in which the employer may wish to participate. If the employer is pressured for time when the initial contact is made, the placement representative can offer to return the next week for the completed form. Employer contacts should be kept short and to the point. An inefficient attitude on the part of the placement representative may generalize to a negative perception of the program. Pre-planning is essential in order that a careful short presentation can be made which anticipates the employers' concern. The Advisory Committee can aid in developing an effective presentation for employers.

The completed survey is useful for future employer contacts. It provides specific information about the employer which can be useful in formulating future requests for involvement. For example, the school may want to involve employers as guest speakers or in mock interviews for preparing students in job-seeking skills. The employer surveys can be reviewed to identify those who hire the most employees or use interviews as screening procedures. When making contact with employers to request involvement in these activities, this background information can be used to encourage participation. Employers are approached not just because of their status as employers, but rather from the point of view of what they can uniquely contribute! The sincerity of the request can be demonstrated by asking for suggestions from the employers as to appropriate activities and by maintaining flexibility in arranging for participation. The employer is treated as a partner in the placement effort.

The employer survey is also useful in locating specific job or training opportunities for students. The Division of Vocational Rehabilitation, manpower programs, and the National Alliance of Businessmen operate programs through which employers may be offered some financial remuneration for on-the-job training opportunities. Vocational education instructors also develop cooperative training programs for their students to supplement classroom instruction. The experiences of these agencies and individuals may be useful in expanding the training opportunities available to rural students.

b. Career clubs and job-finding clubs. The familiar adage, "It's not what you know, but who you know," emphasizes the importance of the social network in occupational entry and advancement. Repeatedly, studies of job entry patterns have demonstrated that relatives and friends are the major source of leads used by job-seekers. Career-oriented clubs are one way to capitalize on the importance of social relationships in job-hunting. They also reflect the element of peer identification so characteristic of adolescent development.

Many variations of the club concept are possible. The Future Farmers of America and Future Homemakers of America are available to students in rural areas. Both specific skill development and career information are imparted through these organizations. Other school clubs or organizations such as the forensics club, dramatic society, and newspaper or yearbook staffs could also integrate information regarding career opportunities in these areas of interest. Another approach is to develop student chapters of community organizations. Some communities have organizations for parents of handicapped children such as the Association of Retarded Citizens. These organizations sponsor youth chapters for students interested in pursuing careers in the helping professions. If student chapters are not feasible, another approach is to have students attend occasional meetings of professional organizations or trade associations. The organization itself may decide to sponsor a social event to acquaint students with its members. Whether guest speakers are brought into the school or students attend actual meetings, such encounters increase the personal contacts a student will have available within an area of occupational interest.

Job Finding Clubs, as developed by Dr. Nathan Azrin (1975) of the Center of Human Development, Carbondale, Illinois, represent another attempt to expand the social network of the job-seeker. The club activities include daily group meetings, counseling sessions and instruction in job-finding and getting skills. The club approach to job-finding offers opportunities to exchange information on job openings, to provide peer support during the job-hunting process, to share limited transportation and to provide peer assistance in resume and interview preparation.

Two variations of this idea which may be well-suited to the rural community are the establishment of community-wide job-hunting clubs and clubs for students planning to relocate to urban areas. The job-hunting clubs should be opened to anyone in the community who is having difficulty locating a job or who is interested in changing jobs. Meetings could be held at the high school to allow club members access to the career information available at the school. The mix of age groups and experiences can provide a helpful reservoir of firsthand information to the young job seeker. Women who face conflicts regarding dual career roles or confront skill obsolescence as a barrier to employment can help other young women anticipate problems they may encounter in their own career planning.

The potential value of the activity for high school students may be used as a rationale for including this in the placement program budget. Other funding possibilities including seeking suggestions for funding from state agencies such as the Job Service, Manpower Council, or local welfare agencies, or funds from private business organizations. A volunteer paraprofessional may also be trained by the placement staff to serve as a leader for the group. An ideal candidate might be a retired individual familiar with the community's economic character.

Job-Hunting Clubs could also be used to meet the relocation needs of students. The Placement Needs Survey (Figure 3), can be used to identify groups of students who plan on migrating following graduation. Both those planning further education and the employment-bound should be included. These student groups can be used to share job leads and sources of information on the target community, to exchange information on housing, recreation, and social service programs, and to form car pools for transportation during the process of relocation. Former students now living in the target community can be located through follow-up. These students could be contacted to acquire further information about the community where they now live.

The importance of social relationships in job-hunting has been demonstrated repeatedly. The placement program, therefore, attempts to increase the contacts between students and those who control entry to the various placement opportunities or those who have access to entry information. Whenever possible these contacts should be used to acquaint students with employer requirements and employers with student qualifications. As Twomey (1975) has emphasized, the key to successful placement is to "Know your territory; know your product" (p. 4-1). These contacts, therefore, serve to bring the seller and the buyer together, hopefully, to the profit of both.

3. Developing student's personal competencies in placement. Effective placement-securing skills are rapidly becoming an essential career competency if the individual is to survive and advance in a "technocracy" (Toffler, 1970) characterized by rapid changes in the demand for labor. Five areas of career competency can be specified as needed for students to achieve independence in placement. These are:

- The student can articulate achievable career goals and relate these goals to other life role goals.
- The student can describe or demonstrate effective procedures for acquiring information and skills needed to develop career plans.
- The student can assess the marketability of his or her skills as they relate to a variety of occupations.
- The student can demonstrate effective placement-securing and placement-maintaining skills.
- The student has the skills necessary to self-evaluate progress in the achievement of career goals.

The first three competency areas have been addressed in the companion volume, *Career Counseling in the Rural School* and resources for developing these competencies are described in the *Desk Reference: Techniques and Procedures for Facilitating Career Counseling and Placement.* This section deals with the fourth and fifth competency: the development of student placement-securing, placement-maintaining, and self-evaluation skills.

a. Placement-securing skills. Bolles (1974) has noted that "Effective career counselors during this decade will increasingly see their task as that of empowering the job-hunter, rather than merely offering him or her services" (p. 26). "Empowering" the job seeker translates into providing the student with the knowledge and experiences needed to conduct a successful personal job-hunt. The skills needed in job-hunting include locating sources of job leads, contacting potential employers, interviewing and application skills, and resume writing.

Prospecting—After the student has identified career areas which are appealing, s/he must begin to search for potential employment opportunities. This aspect of job-hunting has been termed "prospecting" and defined as:

> The art of knowing and seeing enough of the right employers at the right time in order to develop a sufficient volume of qualified "buyers" who will be interested in your services.
> (McKosh, p. 28)

The first step in prospecting is locating the "right" employers both in terms of the individual's needs and in terms of the employer's likelihood of having the desired openings.

To illustrate, Jane is a senior interested in a career in retail sales with the eventual goal of store manager or buyer. Jane enjoys rural life and has no desire to relocate, but does have a car and feels that the distance she can comfortably commute is thirty miles. Jane must consider several variables in her job search: management opportunities in the organization, size of the business, peak hiring periods, and commuting distance. She begins by drawing a thirty mile radius around her home town and identifying the retail businesses within the radius. She must then examine each of these businesses probably eliminating the smaller family-owned and managed operations as incompatible with her goals. She then should scrutinize the larger businesses for the following characteristics:

- Are promotions to management positions available to sales personnel? Based on what criteria? Seniority? Sales volume? Further formal education?
- What promotional opportunities are available? Department head? Assistant manager? Manager?
- If the store is part of a chain, are employees encouraged to transfer to another store to acquire a desired promotion?
- Does the retail business do its own buying or is this controlled by a central buying staff in a national office?
- What qualifications are needed for buying positions?
- What is the turnover of staff in the buyer and managerial positions?

Jane may get answers to these questions from the information available at the school, by talking to others employed in similar retail positions, or by talking to employees in the specific businesses. She can also use telephone and personal contacts to supplement her information or write to the businesses requesting specific information on the opportunities she desires. At this point, Jane is merely researching the field to identify a potential list of "buyers" for her services.

In developing a list of "prospects" students must first become familiar with sources of job possibilities. If the school has conducted an employer survey, the student can consult these forms to locate potential local employers. Employers outside the local area can be located through the *yellow pages* of the telephone book in the target city. The school may wish to order the telephone directories of surrounding communities from their local telephone company business office for student use. The federal and state *Civil Service Commissions* also provide information on the occupational opportunities available in government service. Review of the periodic Civil Service announcements can help students assess the likelihood of specific opportunities becoming available. They can observe in which departments these opportunities are clustered. They can also note geographical limitations of these positions.

Newspapers from surrounding communities, can also be effective prospecting tools. Students should not merely confine themselves to the want ads, but should also check the business section for information about proposed expansion or new business developments. The information on new or expanding businesses can help students identify employers who may be anticipating opening new positions. The newspaper can also help them gain background information on a business or organization which can be used in subsequent personal contacts.

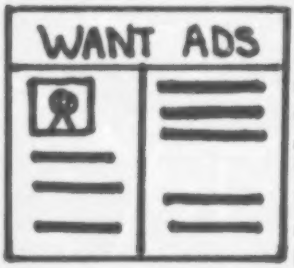
Students should also become familiar with the use of referred leads. Referred leads are important both in identifying a list of prospects as well as landing a specific job. Some authors such as Irish (1973) and Bolles (1972) maintain that prospecting or "interviewing for information," as Irish terms it, is more likely to lead to a job because it is easier to get into more employers' doors if you are *not* limited to a discussion of openings alone. These informational contacts can subsequently be exploited in later job-hunting activities.

After a student has identified a few prospects, these prospects are used to locate others. The student asks the employer if s/he knows of any other employers who might be similarly interviewed. The student should then ask the employer for permission to mention to the suggested employers that s/he was referred to them by the first employer. In this way, the student can use this association in approaching other prospects.

Because prospecting is the foundation of an effective job search, students should be given an opportunity while in school to engage in these activities regardless of their post-secondary plans. The employment-bound student may explore a potential occupational area while currently enrolled and receive guidance in improving his or her personal prospecting skills. The college-bound student can use the exercise to identify potential opportunities related to a specific major or within a specific future career goal. Some students may use prospecting to identify further educational needs or apprenticeship opportunities.

Regardless of the focus of the prospecting exercise, certain common elements should be included. Students should learn: (a) to identify their unanswered questions, (b) to identify sources of information for answering these questions, (c) to arrange appointments with employers, (d) to interview for information, (e) to develop a list of prospects, and (f) to use referred leads. In developing "prospecting" exercises for students, school personnel may refer to Bolles' book *What Color is Your Parachute* or Irish's *Go Hire Yourself an Employer*. One caution, however, should be taken. A faculty or staff member should monitor the activity closely enough to insure that any particular employer is not being beseiged by requests for student interviews.

Locating job openings—Besides competency in prospecting, students should also learn to locate actual job openings. Not only must the "right" employers be approached, but they should be contacted at the "right" time. The prospecting efforts of students can also include identifying the "right" time. Returning to the illustration of Jane, many retail stores hire additional employees during the Christmas rush. Jane may pursue such temporary employment to help build experience for later use.



Current openings are also posted in want ads, Civil Service announcements, trade journals, and at public and private employment services. Supermarket bulletin boards are also occasionally used to announce employment opportunities and some companies have signs at their entrance announcing current opportunities. High turnover or high volume businesses such as fast food chains, supermarkets, or clothing stores often simply place a sign in their window. The student should identify where the job being sought is most likely to be posted or advertised. Again this type of a question can be included in the prospecting, or, if the school has conducted an employer survey, the student can be referred to the information collected.

Students should also be encouraged to expand their personal definitions of the right time. If they "have" to find a job in June, they will eliminate many potential opportunities by entering the labor market when the supply of labor may be at a peak. Recognizing these problems, the staff at Mt. Ararat High School in Topsham, Maine, have developed a "graduation contract" option for seniors. Miller (n.d.) has described the procedures as follows:

> The process at Mt. Ararat is facilitated by a graduation contract. Briefly, students and teachers make arrangements to independently finish required courses as well as any others the student desires to take.
>
> . . . The contract spells out the following stipulation:
>
> 1. Student agrees to return to school if full time employment ends.
>
> 2. The EXACT tasks must be completed to get credit for courses, and the way work will be submitted must be specified.
>
> 3. The time the student will meet weekly with the Placement Counselor must be specified.
>
> The last point is worth some explanation. We at Mt. Ararat view the program as a transition effort. We still consider the student to be in fact a full time student who is involved in a final educational individual project—working full time. In this vein, it is a requirement that participants must meet weekly or bi-weekly . . . to review the work project. In short, we do not cut them loose. We attempt to support them in those crucial first weeks in the world of work. (p. 31)

This program clearly could not operate without the cooperation of the total school staff. If the school can offer this opportunity to students, it can enlarge the possibilities available and especially the students' ability to pursue non-posted opportunities.

Non-posted opportunities are considered to include the majority of available positions. These are typically filled by word-of-mouth. If the student can be flexible regarding when a position is needed, s/he can recruit a variety of personal associates in the job hunt. The student should tell friends, neighbors, relatives, teachers, ministers and any others who might be of assistance that s/he is looking for a job. Ask them to suggest some possible employers and use these employer contacts as another opportunity to generate referred leads. The student may also use direct applications to employers or letters of inquiry and resumes (discussed below) to generate possible job leads. In this phase of the job-seeking process, the student is developing an informal support network, or informal advertising campaign, designed to make as many employers as possible aware of the student's availability.

Again the school should attempt to present this aspect of job-hunting as a learning experience for students. The student may be given an assignment to find as many sources of job openings as possible for a specific occupation and the manner in which these openings were announced. For example, the exercise in Figure 12 may be completed.

Teachers or staff may assign the job to be searched or allow students to sign up for specific job titles on a "first come, first served" basis. The activity could be pursued individually or on a group basis. When the exercise is completed, the information gathered by the students should be shared with their classmates in order that all students become familiar with the various approaches to job hunting, their effectiveness, and the variety of sources of job leads. The information gathered may also be used by the placement staff to supplement local employment information.

Figure 12

Student Exercise in Job Hunting

Position desired: Auto Mechanic

Geographical area to be surveyed: ten miles radius of high school

Openings available limited to those during: month of September

To be completed by student:

Location of Opening (name of employer)	Source of Information About Opening (parent, friend, referred lead, direct employer contact)	Was the opening posted anywhere? If so, where?
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

Problems encountered in locating these openings?

Employer contacts—After students have achieved competency in identifying the potential and immediate markets for their skills, they must learn how to package and sell their abilities to employers. The skills involved in this latter competency area include: (1) making an initial positive impression on an employer and (2) mastering screening procedures.

The Michigan Vocational Rehabilitation Service (n.d.) has prepared a booklet for its counselors describing several techniques for approaching employers which are readily translatable to student use. Regardless of how the employer is approached initially, whether by mail, phone, or in person, the following principles suggested in the above booklet will apply:

- Be brief and concise.
- Be prepared.
- Provoke the employer's interest.
- Anticipate the employer's need.
- Stress the benefits you can provide to the company or business.

Students' prospecting experiences can be helpful in preparing for employer contacts. Through these efforts they have gathered both background information on the company or employer, and information on the employee qualifications sought. These two pieces of information form the cornerstones of effective employer contact.

The Michigan materials (Michigan Vocational Rehabilitation Services, n.d.), suggest the following approach to telephone employer contacts: (1) identify yourself, (2) establish rapport, and (3) make an interest-creating comment. In establishing rapport with the employer, the focus could be on an accomplishment or attribute of the firm or on the employer personally. Consider the following examples:

"Mr. Jones, I read in last week's business section that your company is the largest manufacturer of outboard motors in the midwest."

"Mr. Jones, Mr. Roberts (a mutual acquaintance, or other employee) suggested that I call you regarding your opening for an animal caretaker."

"Mr. Jones, I've been exploring openings in the field of retail sales. I was pleased to hear that an established firm like yours was looking for people interested in sales positions."

Contrast these examples with:

"Hello, Mr. Jones, I understand you have a job opening in your firm."

The second aspect of this call concerns presenting a brief overview of the student's particular qualifications in terms of the opening. Benefits to the employer should be stressed rather than specific student characteristics (Michigan Vocational Rehabilitation Services, n.d.). The student relates his or her personal skills to a particular benefit the employer might expect. For example, a student who has had experience repairing foreign cars may say to an employer: "You don't have to worry about me handling unusual engines since I've had experience working on foreign cars." Another student applying for a job on a road crew may use previous farm work to her benefit by explaining: "You won't lose any work hours from me because of hot weather. I spent last summer helping plant tobacco and de-tassling corn and learned how to handle the heat." Typing skills or accuracy correspondingly are represented in terms of the benefit to the employer. Babysitting experiences are translated into the skills acquired and then into a particular benefit. A student applying for a camp counselor job may use this experience to personal advantage by emphasizing the ability to cope with crisis situations, temper-tantrums, or parental separation.

Both elements of the telephone approach relate to the principles mentioned earlier: Provoke the employer's interest, anticipate the employer's needs, and stress benefits to the business. If the approach is prepared before the phone call, it will be concise and capture the employer's attention in the first few sentences. The phone call should also be kept short, demonstrating respect for the employer's time constraints. Questions on fringe benefits, job security, salary range, or working conditions can be reserved for the interview. The purpose of the call is to convince the employer that it will be worth investing further time in an interview. Students should also be cautioned about using parents or friends as "go-betweens." The employer is hiring the student not his or her associates. Students should always approach employers directly although they may mention their associates as the source of the job lead.

The placement staff can create simulated experiences for students to practice telephoned employer contacts. Examples of good and poor approaches can be videotaped or role played and critiqued by the students. Employers from the community should be encouraged to participate in the simulated experience to lend greater authenticity to the activity. Their presence can create some of the anxiety a student is apt to encounter when actually calling for an interview. They can also share their personal experiences with good and poor telephone approaches. Although it may not be possible for each student to participate in the simulated experiences individual written exercises should be included such as the following short examples:

List personal skills or experiences	Benefits, if any, of these skills in each occupational area considered		
	Job Goal: Camp Counselor	Job Goal: Nurse's Aid	Job Goal: Stock Clerk
Babysitting	Can handle childhood crises, parental separation, etc.	Prior exposure to most contagious diseases.	Ability to work with minimum supervision.
		If pediatrics ward, benefits mentioned for camp counselor	Ability to organize work responsibilities
		Can help patient with their self care needs	Adherence to time expectations
Course in first aid	Handle and apply basic first aid for typical childhood mishaps.	Understanding of basic first aid principles.	Appreciation for safety restrictions, if any.
Participation in summer crafts program.	Generate ideas for rainy day activities.	Craft suggestions for patients with extensive stay.	

If Job Hunting Clubs have been formed, the members can help each other develop and role play effective employer approaches and translate personal experiences into potential employer benefits.

The principles which apply in the telephone approach also apply in mailed inquiries to employers. A mailed approach may need to be taken if a newspaper ad specifies that applicants send a written summary of their qualifications, if the employer requests additional information based on the telephone contact, or if the opening is in a distant city. Again, the summary should be brief, stress benefits, and anticipate the employer's needs. If information is available regarding the applicant qualifications desired, the summary can be organized in terms of these qualifications. A response to an advertisement can be easily organized in terms of skills. Here is a typical "help-wanted" advertisement:

CLERK TYPIST

METROPOLITAN NEWSPAPER

Interesting clerical opportunity with large metropolitan daily. Must be good typist with at least 50 wpm, a good speller and knowledge of grammar, and able to work under pressures of news deadlines. Please send information concerning qualifications to:

Ms. Ann Patterson
121 North 4th Street
Minneapolis, Minnesota

A student may develop the following summary of qualifications in response to the advertisement.

Name: Dale Phillips

Address: 415 Birch Street
Ottawa, Minn.

Phone: (800) 555-1373

Qualifications:

Typing skills: 65 wpm

Spelling and Grammar Proficiency: Excellent. Recent tests indicate skills in this area are above those of the average high school graduate. Handled proofreading responsibilities on high school yearbook.

Ability to Work Under Pressure: Previous employment as clerk-typist at seed company during the spring rush season. Responsibilities included prompt processing of orders. Additional experience in meeting deadlines on high school yearbook and newspaper.

Related Skills: Ability to adapt material to journalistic style and familiarity with proofreading symbols.

Education:

Graduate of Ottawa High School with specialized course work in clerical area.

Related Work Experience:

Clerk-typist
Fold's Seed Company
Ottawa, Minnesota

General Office
Work Experience Program
Ottawa High School

References:

Mr. Harry Fold
Fold's Seed Company
22 Market Place
Ottawa, Minnesota

Mr. Mark Meier, English Instructor
Ottawa High School
Ottawa, Minnesota

The summary describes the students' abilities in terms of the job requirements and also suggests additional related skills which may distinguish him from other applicants.

The summary should be accompanied by a short cover letter which indicates how the student learned of the opening, and why the student is applying for this particular job. A sample format for a letter of inquiry appears on the following page in Figure 13. Although most of the jobs available for high school graduates do not require such written replies, students should learn these skills both for future reference and for applying for employment outside the immediate geographical area. The written summary can also be prepared in greater detail as a reference sheet containing the specific factual information typically requested on application blanks.

Because most of the students are not likely to encounter the need to submit a resume until several years after leaving the high school setting, lower priority should probably be given to training in this area. Rather than devoting a major portion of time to actually preparing resumes, the school can prepare general guidelines for students to follow. These guidelines could be then used if the need for a resume occurs at some future date. The Wisconsin Job Service in their handbook on "Preparing a Resume" offers the suggested outline for resume preparation (see Figure 14).

Figure 13

Format for a Letter of Inquiry

Box 105
1901 Ripon Avenue
La Crosse, Wisconsin 54601
January 15, 1973

Mr. John Doe
Director of Personnel
Cameron Manufacturing, Inc.
1500 North Main Street
Oshkosh, Wisconsin 54901

Dear Mr. Doe:

Opening paragragh: State why you are writing, name the position or type of work for which you are applying, and mention how you heard of the opening.

Middle paragraphs: Explain why you are interested in working for this employer and specify your reasons for desiring this type of work. If you have had experience, be sure to point out your particular achievements or other qualifications in this field or type of work.

Middle paragraphs: Refer the reader to the attached application blank or personal data sheet (which gives a summary of your qualifications), or to whatever media you are using to illustrate your training, interests and experience.

Closing paragraph: Have an appropriate closing to pave the way for the interview by asking for an appointment, by giving your phone number, or by offering some similar suggestions to facilitate an immediate and favorable reply. Ending your letter with a question encourages a reply.

Very truly yours,

Brian K. Young

Enclosure

Source: "Career Placement Handbook" prepared by Goodrich High School and the
Wisconsin Job Service, Fond du Lac, Wisconsin, 1976.

Figure 14

Preparing a Resume
(Wisconsin Job Service)

1. *Personal data*—Begin with your name, address, and telephone number. Other personal data, such as your date of birth (optional) and your marital status and dependents, may follow or appear at the end of your resume.

2. *Employment objective*—Indicate the kind of job you are seeking. If you are qualified for several jobs and are preparing one all-purpose resume, list them in order of your preference.

3. *Work history*—You can organize this information in two ways. Choose the one that presents your work experience better.

   a. *By job*—List each job separately (even if the jobs were within the same firm), starting with the most recent one and working backward. For each job, list:

      - Dates of employment
      - Name and address of employer and nature of the business
      - Position you held

      Then describe your job, showing:

      - Specific job duties—the tasks you performed, including any special assignments and use of special instruments or equipment
      - Scope of responsibility—your place in the organization, how many people you supervised, and in turn, the degree of supervision you received
      - Accomplishments—if possible, give concrete facts and figures

   b. *By function*—List the functions (fields of specialization or types of work, such as engineering, sales promotion, or personnel management) you performed that are related to your present job objectives.

      Then describe briefly the work you have done in each of these fields, without breaking it down by jobs.

4. *Education*—If this is your main selling point, put it before your work history.

   List your formal education, giving:

   - High school (can be omitted if your have a higher degree), college, graduate school, and other courses or training
   - Dates of graduation or leaving school
   - Degrees or certificates received
   - Major and minor subjects and other courses related to your job goal
   - Scholarships and honors
   - Extracurricular activities (if your are a recent graduate and your activities pertain to your job goal)

Table 14 (Continued)

5. *Military experience*—List your military service if it is recent or pertinent to your job goal, indicating:

   - Branch and length of service
   - Major duties, including details of assignments related to the job you seek (Indicate any pertinent military training here or under your education.)

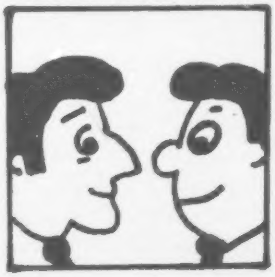
6. *Miscellaneous*—If appropriate to your field of work, give such information as:

   - Knowledge of foreign languages
   - Volunteer or leisure time activities
   - Special skills, such as typing, shorthand, or ability to operate special equipment
   - Membership in professional organizations
   - Articles published, inventions, or patents

7. *References*—Give the names, positions, and addresses of three persons who have direct knowledge of your work competence. If you are a recent graduate, you can list teachers who are familiar with your school work. When possible, you should obtain the permission of the persons you use as references.

(Wisconsin Job Service, p. 3-4)

Finally the student needs to develop skills in direct employer contact. These contacts generally include completing an application blank and interviewing skills. A variety of written materials are available related to appropriate interview behavior, and to information typically requested on an application blank. These materials should be supplemented with simulated experiences whenever possible. An "interviewing" workshop can be arranged with employers from the local community. Students can sign up for an interview with an employer representing a career area in which they have expressed some interest. The students should be encouraged to dress and prepare for the interview as they would if it represented an actual job interview. The employers, correspondingly, should be asked to interview the students as they would a "real" job applicant. Following the interview, the employer should provide individual constructive criticism to students on how they might improve their interviewing skills. If the employer typically requires the applicant to complete an application blank, the employer should be asked to incorporate this as part of the mock interview process. If only a small number of employers or personnel officers are available to conduct the mock interviews, a video tape of several interviews may be prepared for later classroom instruction. Although such vicarious learning experiences may be adequate for the more verbal student, every attempt should be made to provide a simulated or mock interview experience to all students who have demonstrated problems in oral communication.



In summary effective placement-securing skills include:

- The ability to identify a potential market for your skills.

- The ability to locate specific job openings.

- The ability to "sell" your skills to an employer both orally and in writing.
- The ability to complete application procedures.
- Appropriate interview behavior.

No mention has been made regarding securing other career placements, such as college entry procedures or apprenticeship procedures. Most high schools have already developed programs for helping the college-bound student select and enter the program she/he desires. In most instances the college-bound student has typically displayed effective written and oral communication skills and can rely on these in completing the forms necessary for entry or financial aid. The procedures outlined for effective job seeking skills can also be adopted to the process of college application. The college-bound student can examine previous experiences and specific abilities in terms of the requirements for a major area of study or a specific post-college career goal. Most of the skills described above also relate to locating apprenticeship opportunities. Regardless of the post-secondary plans of the student, the need to engage in job search activities at some future date is becoming an inevitable economic survival skill.

b. Methods of training students in job-seeking skills. At a minimum a student development program in placement-securing skills should include the following components:

1. Training in prospecting
2. Training in the use of referred leads
3. Identifying sources of information on job openings
4. Training in effective use of the telephone in employer contacts
5. Writing letters of inquiry
6. Preparing a resume
7. Completing application procedures
8. Training in appropriate interview behavior

Depending on the student population, the school may also wish to consider incorporating units on taking employment tests, employee rights, unions, and money management.

Priority should be given to experiential rather than vicarious learning. To provide such experiential involvement suggests that the job-seeking skills program may need to be integrated within the curriculum or be offered as a short course on an elective or required basis. The course may be taught by the placement coordinator or by a trained paraprofessional. Several suggestions for student exercises were offered in the previous section. These exercises can be supplemented by additional activities developed by the school staff or by the use of commercial materials available on job-seeking. Among the commercial materials available on job-seeking are:

> *Deciding; Deciding: A Leader's Guide.* H. B. Gelatt, Barbara Varenhorst and Richard Carey. College Entrance Examination Board, New York, 1972.
>
> > A course of study to teach students, grades 7 through 10, how to make decisions about themselves, their education and their future. The program may serve as a basis for a schoolwide decision-making curriculum, as a major component in the guidance program, or as part of subject areas. The exercises are designed to teach younger students how to make decisions and to assist them in developing effective decision making skills.

Decisions and Outcomes; Decisions and Outcomes: A Leader's Guide. H. B. Gelatt, Barbara Varenhorst, Richard Carey and Gorden P. Miller. College Entrance Examination Board, New York, 1973.

As a student and leader's guide, these exercise workbooks designed for senior high school students, college students and adults can be used as part of a decision making curriculum. The exercises are designed to teach how to make effective decisions and develop decision-making skills through simulated practice situations. Areas covered include (a) examination of personal values, (b) knowledge and use of relevant information, and (c) knowledge and use of effective strategy for converting this information into an action.

Job Survival Skills. Singer Education Division, Education Systems, Rochester, New York 14623.

A multi-media approach to training individuals in critical personal and interpersonal job behaviors. Forty-two activities in fifteen units are designed for groups as small as eight or as large as twenty. The first five units deal with the human relations skills of understanding differing points of view, the influence of self-concept on behavior and effective communication. These basic skills are then applied to vital "job survival" behavior, such as, how to select, locate and secure a job, supervisory and co-worker interaction and other positive job behaviors. The content of a unit is introduced by a sound/filmstrip. Processing and reinforcement are achieved through the use of a variety of highly participatory activities: gaming, group discussion, brainstorming, role-playing and written exercises. The Group Leader's Instruction Manual provides specific guidance for each activity as well as suggestions for the creation of related activities. *Job Survival Skills* may be purchased in the full kit or in separate units. Consumable items, workbooks and appointment slips can be ordered separately.

A Practical Manual for Job-Hunters & Career-Changers: What Color Is Your Parachute? Bolles, Richard Nelson. Ten Speed Press, Box 4310, Berkeley, CA 94704, 1972, 201 pages.

A book to serve as a practical manual to assist all job-hunters through practical step-by-step instructions. Also offers lists of information, aids, and professional help available.

Career Awareness Laboratory. Singer Education Division, Education Systems, c/o Career Systems, 80 Commerce Drive, Rochester, New York, 14623.

A structured methodology, complete with integrated hardware and software that utilizes a mult-media approach to increase effectiveness in the direction and choice of careers. CAL explores three critical areas affecting career choice: emotions, abilities, and satisfaction. The objective is accomplished by utilization of games, group discussion and electronic response to elicit student reaction pertaining to career choice decisions. The program is designed for secondary and early college level students and is designed to be a concentrated course in career development, to be incorporated into existing career education projects, or to be a compressed experience during orientation or exit processes.

Employability Skills Program. Ray, M. Douglas. Wisconsin Vocational Studies Center, Box 49, 321 Education P. O. Box 49, Madison, Wisconsin 53706.

A program of audiovisual instruction designed to provide students with assistance in developing non-job skill techniques necessary to obtain, work and advance in an occupational field. The post-secondary version consists of fifteen modules:

Job Planning

1. Getting Started
2. Self-Understanding
3. Self-Understanding, continued
4. Personal Papers and Data
5. Resume Writing

Job Acquisition

6. Finding Job Leads
7. Writing Job Letters
8. The Interview
9. Taking Employment Tests
10. Wages, Deductions and Fringe Benefits

Job Success

11. Unions and Professional Organizations
12. Unions and Professional Organizations, continued
13. On the Job
14. Money Management
15. Changing Jobs and the Career Ladder

In addition to the above fifteen modules, the "High School" version also includes three others:

Two Year Community and Technical Colleges
Four Year Colleges and Universities
Careers in the Military

An instructor's guide, script, exercises and outlines for job letters, resumes, job interest inventories, and other forms are included. A program sampler is available from the Wisconsin Vocational Studies Center.

Go Hire Yourself an Employer. Irish, Richard. Anchor Books, Anchor Press/Doubleday, Garden City, New York, 1973, 165 pages.

A book attempting to make one self-aware, confident, poised, and prepared to gain employment. The author stresses what the individual can do for the employer rather than what the employer will do for the individual. The job-seeking methods go past the personnel departments to the level of desired work. Information on interview skills, resume writing, salary negotiation, employment tests, etc., are incorporated into the text.

The Art of Developing a Career (A Helper's Guide). Friel, Theodore W., & Carkhuff, Robert R., Human Resource Development Press, Box 222, Amherst, Massachusetts 01002, 1974, 227 pages.

Based upon the models developed in the Educational and Career Exploration System, the guide develops programs for expanding career alternatives, narrowing career alternatives, and developing a career program. The guide can be used by teachers for integrating career development into regular educational curricula and by counselors for complementing their individual counseling and group guidance activities. It consists of various student self-exercises dealing with exploration, understanding and action along with notes and additional guides for the facilitator.

Career Planning—Search for a Future. Cosgrave, Gerald. Guidance Centre Faculty of Education, University of Toronto, Toronto, Ontario, M4W 2K8, 1973, 144 pages.

This book and its companion, Career Work Book, provide a complete program in vocational guidance suitable for high school, college, or university guidance counseling, or for self-study. The books are also a useful introduction to the career field for university students of counseling. They draw on the author's experience in counseling people about their educational programs and occupations, gained while director of the Toronto YMCA Counseling Service and later as a member of the Psychological Services Department at York University.

How to Decide—A Guide for Women. Scholz, Nelle Tumlin; Prince, Judith Sosebee; and Miller, Gordon Peter. College Entrance Examination Board, College Board Publication Orders, Box 2815, Princeton, New Jersey 08540, 121 pages.

A book designed to meet the changing needs of women by increasing their decision-making ability and by helping them apply the dynamics of decision-making to planning their lives. In addition, the guide seeks to develop a broader concept of women's roles and emerging life patterns, to make women aware of them, and to serve as a catalyst for purposeful planning by women. The book contains exercises and activities appropriate for women of all ages and can be used by individuals or in group settings. Book can be ordered through College Board Publication Orders.

Akron-Summit County Public Schools, Job Placement Department, 482 Grant Street, Akron, Ohio 44311.

A variety of materials have been developed to help students with job placement. Brochures available include "Finding a Part-Time Job," "Thinking About Leaving (School)," "Let Your Fingers Do the Walking through the Yellow Pages for Jobs," "Your Application," "The Dirty Dozen (A Primer on Why Youth Fail to Find or Retain Employment)," "Your First Pay," "Your Employment Interview," and "What Is a Resume?" Materials are also available on their job placement services and delivery system.

A periodic review of the catalogues of the major publishers will probably uncover other related materials. If possible, sample copies should be ordered prior to purchase to allow an opportunity for student and staff review.

Materials are also available through the State Department of Industry, Labor, and Human Relations usually at little or no cost. The *Techniques and Procedures for Facilitating Career Counseling and Placement,*[1] includes a description of some of these materials. The J. C. Penney Corporation also has developed educational materials in the areas of career development and job finding. These materials include filmstrips and related student exercises. The educational units are available on a free loan basis by contacting the manager of a local J. C. Penney store. If a J. C. Penney store is not located nearby, the materials may be ordered at production cost by writing to:

Educational Relations
J. C. Penney Company, Inc.
1301 Avenue of the Americas
New York, New York 10019

The materials eventually developed or chosen should definitely be supplemented by actual or simulated experiences in job-hunting. The more realistic these experiences are for students, the more likely they will be to transfer this learning to real life job hunting experiences. The school should also consider developing a personal packet of information for each student. The packet should include both sample materials and also exercises completed by the student for future reference. The packet can, therefore, serve as a personal placement guide.

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[1] See companion volume in the *Rural America Series* for additional sources of materials as well as sample materials for a student packet.

c. *Placement-maintaining and self-evaluation skills.* Once the student has entered the desired placement. s/he will need to learn the performance standards required. If the student has been able to pass the screening criteria hurdle successfully s/he probably has the ability to perform the actual tasks demanded in the placement be it a job or enrollment in a school program. Success or failure is more likely to be due to poor work or study habits. Unfortunately it is a difficult task at best to prepare students with these survival skills in a highly structured school situation. Generally their attendance and performance is not the responsibility of the students alone but is influenced by parental attitudes and home environment. If Johnny maintains a B average, his parents will buy him the trail bike he wants. If Jane is tardy for school, the school reports the tardiness to her parent who in turn determine a suitable punishment. Students do not have the chance to experience the personal responsibility which will result when they move out of their parents' home to enroll in a post-secondary program or find suitable employment in a distant community. Some students are able to handle this independence while others fail to meet the responsibilities.

The school's contribution to the development of effective study habits however can be enlarged. Many schools have begun to experiment with open classrooms and open campuses to help students learn personal responsibility for attendance and to learn to handle distractions. Seniors and juniors are encouraged to participate in independent study projects to help build self-reliance and simulate the grading periods of college. Some schools also offer courses in personal typing and notetaking for college-bound students. Additionally many of the post-secondary institutes and colleges offer tutorial assistance or seminars in effective study habits for their students. The high school counselor should determine the availability of these programs and suggest them to college-bound students who might have demonstrated poor study habits in the high school setting.

The school's contribution to the development of appropriate work habits, however, is markedly limited. Students typically fail to see the relationship between their behavior in school and the way they will behave on a job. If confronted with the analogy, students often comment that "It would be different if I were working." Nevertheless, students can be shown how a school record can be used in screening a student for a job. School staff members who receive requests from employers can share the descriptions employers give of traits they look for in new employees—dependability, good attendance, ability to follow directions, ability to work independently, good character, etc. Currently employed and former students can share their personal experiences with other students to help them understand the realities of work.

A similar problem exists in training students in self-evaluation skills. It is difficult for students to project themselves into future situations and to anticipate how they will react in these situations. Many a young woman who has thought she would find fulfillment in parenting has found herself anxious to return to the work force. Correspondingly, a student's perception of a career may change after an actual experience in such employment. The suggestions included in *Career Counseling in the Rural Schools* however can help students learn to remain flexible in their career planning and sensitive to the need for a career change.

4. *Developing programs for meeting related placement needs of students.*

a. *Helping students solve relocation problems.* Many rural youth face the need to relocate to pursue their career goals. This is especially true of those planning further education. Unfortunately a review of the literature demonstrated that little attention has been directed toward this process. Some of the approaches which have been suggested are the following:

- Miles and Henry (1974) have developed an occupational adjustment program for rural youth in the Southwestern United States. They recommended that a class on urban living be incorporated in the program. The class includes modules in (1) locating a suitable living situation, (2) using public transportation, (3) locating medical, legal, and support services, and (4) recreational and social activities.

- At Mt. Ararat, Maine, (Miller, n.d.) the placement coordinator takes the students on a one day field trip to a nearby urban area. Each student is given the classified section of the newspaper and told to locate "a place where they would like to work (at a reasonable salary), an apartment they could afford, and a means of transportation which could get them between the two (at a price they can pay)."

- The American Field Service offers domestic exchange programs available through their 3,000 chapters in the United States.

- Many colleges and universities offer summer clinics or courses in which high school students may enroll. Students can be encouraged to enroll in these courses to become familiar with college life and the facilities available. The post-secondary schools also often play host to high school groups and provide orientation activities and student information through their Student Services or counseling offices. The coordinators of these services can be consulted regarding the specific programs available on their campuses.

The scope of the program developed by rural schools to help students accomplish a successful transition to urban living should reflect the number of students anticipating such a move and the reasons for the move. More resources are available to the college-bound student to assist with the adjustment process than to the student who moves away to find employment. The college-bound student is likely to find that the university or technical school offers an orientation program for students which includes information on campus social life, housing, and support services. Many colleges have their own clinics on campus and counseling services. The student may also find it beneficial to use university housing during the initial adjustment process. They may have classmates enrolling at the same school or know of former students enrolled on campus who can help them get involved in the campus social activities.

The employment-bound student may confront housing decisions, transportation problems, and limited information on social activities. Depending on the number of students involved, the school might consider offering a mini-course in urban living, field trips, or individualized assistance to these students based on their personal needs. The school can acquire and develop several resources which might be helpful to the student anticipating relocation. Most of the following information could be gathered as part of a student project:

1. A list of former students living in urban areas or attending college campuses in distant communities.

2. The yellow pages of the telephone directories of the target communities.

3. The Sunday newspapers from the target communities. (These could be donated by community subscribers.)

4. A list of addresses and phone numbers of contact persons or agencies in the target communities including:

a. Job Service
b. Division of Vocational Rehabilitation
c. Community Mental Health Clinics
d. Medical Society
e. Legal Aid Society
f. YMCA and YWCA
g. Pastors of local churches or synagogues
h. Recreation departments

5. Information from the utility companies regarding installation fees and notification procedures.

6. Bus schedules and routes.

7. Maps of the target communities.

If a group of students will be moving to a specific area, they may be encouraged to engage in some group exploration activities. Through these activities they can divide their informational needs among the group members, pool their transportation resources, and develop social relationships which may help in the adjustment process. Those students looking for work may wish to organize a job hunting club.

b. Helping with transportation problems. Other students may not need to relocate if transportation were available. Again few programs have addressed the transportation problems encountered by rural youth, especially the disadvantaged. Transportation is a major problem for many rural residents and not confined solely to youth. Older residents and disadvantaged families may need transportation to cities for medical and dental appointments or to apply for social security or assistance programs. Some communities have developed car pools; others have recruited volunteer drivers who are often retired residents; and still others have purchased vans or buses to meet their citizens' needs. If transportation is a problem in a specific rural community, the most effective approach may be to establish a task force to examine the scope of the problem from a community perspective and to make suggestions regarding alternatives the community or school might pursue to alleviate this problem.

Self-employment

Some rural youth have tried to develop their own businesses or to support themselves through a craft or an avocation in an attempt to remain in the rural community. Some ways in which the placement staff might help these students include:

- Gathering information from the Small Business Administration and the Farmers Home Administration. The latter agency also sponsors a program of loans to rural youth. Each of these agencies publishes a variety of materials which can be helpful to students in assessing their choice of self-employment. The local bank can supply information on locating these agencies.

- Arranging a student workshop related to self-employment in the local area. The local banker and real estate agent could be included to give information about loan procedures and rental costs. If a Community Development Corporation has been formed, a member of the group could explain the Corporation's plans.

- Referring students to the guides to franchised businesses which are available in many libraries.
- Posting announcements of regional art or craft fairs and information on related training workshops.

5. *Applying the material for your program.* The approach taken to helping students secure the placement opportunities they desire has essentially involved building community support and increasing students' contacts and competencies. Again use the chart or a worksheet if you'd like. Circle the objectives and activities which relate best to your students' needs and your program's resources. Add any additional activities or objectives you would like to see included. For example, are there any other groups which need special attention in your school, such as planning for young women interested in nontraditional careers or programs for potential early school leavers? You may wish to incorporate these types of activities in your school's placement program.

Figure 15

Objective II: To Increase Probability of Students Being Able to Secure Desired Placement Opportunity		
Subobjectives	**Suggested Activities**	**Evaluation Procedures**
1. To develop community support for placement	1. Use of media 2. Talks to local organizations 3. Involvement of citizens on: Advisory Committees, Task Forces, etc. 4. Home visits, parent conferences	Increased commitment by community to meeting students placement needs. For example, may be demonstrated by: 1. Inclusion of students in community activities 2. Sponsorship of student programs by community organizations 3. Increased parent contacts
2. Increase students contacts with those who control entry to placement opportunities	1. Involve employers in: *Informational Activities* Student observations Job analyses Field trips Presentations to classes or groups Student interviews Provide written materials Provide application blanks	Number of employers participating Number of students having contacts with employers Types of contacts between students and employers

Figure 15 (Continued)

Subobjectives	Suggested Activities	Evaluation Procedures
	Training Activities Provide training in job seeking skills Participate in school cooperative and work experience programs Provide work evaluation or on-the-job training experience Provide equipment to the school *Employment Activities* Contact school when job opening arises Hire current or former students	
	2. Develop participation plan with other community providers: Job Service Division of Vocational Rehabilitation Community action programs Educational institutions Local civic and service organizations Trade unions Other	Description of services or activities provided by target organizations
	3. Organize career clubs	Activities of club Number of students participating Evaluation of experience by guest speakers, etc. Student evaluation
	4. Conduct job hunting groups	Description of participants Participant evaluation Number of job leads supplied by group members
3. To develop students' personal competencies in placement, including experiences in	1. Develop mini-course in placement techniques 2. Integrate training in placement techniques into existing course	Number of students who received training

Figure 15 (Continued)

Subobjectives	Suggested Activities	Evaluation Procedures
• locating job leads • presenting skills 1. in writing 2. orally • completing applications • appropriate interview behavior • taking employment tests • employee rights and responsibilities • money management	3. Purchase commercial or acquire free material to be available to school staff and students as requested 4. Prepare student information packets 5. Develop job hunting clubs 6. Organize student development seminars 7. Provide on individual student basis	Measures which document student's ability in each area of competency, e.g., 1. Ability to complete sample applications 2. Review of sample letters of inquiry 3. Ability to locate desired placement opportunity 4. Successful performance in simulated interview situation 5. Employer evaluation of student behaviors
4. To develop programs to meet ancillary placement need of students		
4a. Relocation	1. Identify "Target" Communities 2. Seminar/class in urban living 3. Exchange programs 4. Field trips 5. Develop list of resource persons and agencies in target communities 6. Obtain information on "target" communities	Student evaluations Students' use of resources Number of students who participate in activities Follow-up data
4b. Self-employment	1. Gather materials from Small Business Administration, Farmers Home Administration, and Department of Business Development 2. Provide seminar in small business development	Number of students who participate in program or use materials Student evaluation Follow-through information

Wherever there is a student with a special kind of placement need and no opportunity in the community to fulfill that need, an entirely different placement focus is required. The shift in focus must be from a matching function to one of direct environmental intervention. Consider the special placement needs of these students:

> Tim was involved in a tragic automobile accident when he was a freshman with the result that he is now paralyzed from the waist down. After two years as a home-bound student, Tim was able to return to school in a wheelchair for his senior year. He attends half days.
>
> He is above average in his school work and has had good success in business practice subjects, especially in bookkeeping skills. Tim is bound to his home and community for the present, and when he graduates from high school, he would like to work—but only half time. At present there are no half-time jobs in secretarial work or bookkeeping available.
>
> Danny is a junior with a flair for art. He would like to be a commercial artist eventually, and would also like more training in graphics. (The school offers only a unit on graphics as

Figure 15 (Continued)

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>
> Danny is a junior with a flair for art. He would like to be a commercial artist eventually, and would also like more training in graphics. (The school offers only a unit on graphics as

part of one of the art courses.) Danny's ability is such that with some additional training, he can obtain a job after graduation, but at present time there is no course available for him.

Betty is leaving high school this year at the age of nineteen. She has a limited I.Q. and needs training in some special skill she can handle. On-the-job training in a service job might be one answer to Betty's placement problem. However, because of Betty's retardation most of the town's employers have questioned her ability to do the job.

In the first case, we see that physical handicaps may limit a person's placement options to part-time employment or to special kinds of work. This could also be true for those with special family demands. In the second case, an individual may have set his/her sights on a particular career goal only to find there is no training program available. Or, as in Betty's case, an individual may possess extremely limited skills which do not mesh with job demands in the community.

In each of these instances, resolution of the individual's dilemma requires that the opportunity structure be altered. Placement development, therefore, is a process of environmental intervention designed to reconstruct the opportunities available in order that an individual student's needs can be met. Intervention may be needed to develop an occupational, educational, or special needs placement.

Four approaches are available to broadening the occupational opportunities available to students:

- redefining the entry qualifications,
- modifying the screening procedures,
- restructuring the job demands, and
- creating new opportunities.

Each of these areas may create a barrier to a specific student's ability to acquire a desired opportunity.

1. Redefining job entry qualifications. In the area of job qualifications, some employers may set standards for entry which do not correspond to the job demands. They may limit their applicants to high school graduates although the work to be done does not require such an educational background. Or they may limit their applicants to those with previous experience despite the fact that the actual tasks involved can be easily learned within a few days. They may also be continuing to impose sex stereotypes in their hiring practices without examining the specific individual's ability to perform the job.

When a student is barred from applying for certain positions because of inappropriate qualifying standards, those providing placement services should intervene with the employer. They should demonstrate to the employer why these standards are not applicable and how their presence serves to reduce the potential number of qualified applicants available for the position. If the employer appears reluctant to alter these qualifications, he/she can still be encouraged to at least interview this particular student. The student's strengths in terms of the job should be described. Further, the employer can be reminded that this is only a request for an interview and obviously the choice of whether or not to hire the individual still rests with the employer.

2. *Modifying screening procedures.* Students who possess the necessary qualifications may also be eliminated for certain positions because of the screening procedures used by the business. Interviews tend to be universal screening devices even for jobs which do not require verbal skill. An interview situation is likely to measure an individual's ability to sell himself verbally to an employer rather than his ability to do the work. Although students should receive instruction in effective interviewing techniques, some students, particularly those who lack self-confidence, will continue to have difficulty in these situations. In the role of advocate for the student, a school placement representative (with the student's permission) may call the employer prior to the interview to describe the student's skills in relation to the job and also mention the student's anxiety regarding the interview. The placement representative, therefore, paves the way for the student by circumventing a potential irrelevant barrier.

3. *Restructuring the job market.* Environmental intervention may also be necessary when a discrepancy exists between the abilities of the individual and the demands of the labor market. The job opportunities as they currently exist may fail to allow for full student economic participation. The placement representative, therefore, attempts to restructure the job market. Recent attempts at job-sharing by women and couples reflect how some individuals have attempted to restructure the labor market to meet their ability to participate. Attempts to alter the labor market structure, however, require that the placement representative be extremely knowledgeable of specific demands associated with particular jobs. This information can be gathered through careful job analysis.

A *job analysis* is an in-depth study of a specific job. Every aspect of the job is examined including:

- the actual tasks performed on the job in that setting,
- the procedures by which employees typically receive the training necessary to perform each of the tasks,
- the physical demands of the job,
- the working conditions, hours, pay scale, advancement opportunities, relationship with union, etc., and
- the social environment, including the relationships among co-workers, the personality of the employer, and the personality traits expected of employees.

A job analysis can be a very detailed procedure. Guidelines for conducting a thorough job analysis are available through the U.S. Department of Labor publication, *Handbook for Analyzing Jobs.* The booklet is available for $2.50 from the Government Printing Office.

This type of detailed and time-consuming procedure, however, would not be practical in many rural schools. It may be more sensible to develop a job analysis form such as the one in Figure 16, which could be completed by students. The form should incorporate the five areas of information mentioned above and could be completed as part of a business visit or a shadowing experience. In a shadowing experience, the student spends several days in a business observing the activities of a particular worker. These observations can be described on the job analysis form and the other background information can be gathered from discussion with the employer and employee.

Figure 16

Job Analysis Form

Name of employer: ____________________ Address: ____________________

Job Title: ____________________ Number of persons in firm currently employed at this job: ____________

1. Describe tasks performed by the employee in this job:

   a. ____

   b. ____

   c. ____

   d. ____

   e. ____

   f. ____

   g. ____

2. On the average how many hours a day does the employee spend at this job? __________

3. Based on an average day, indicate the number of hours the employee spends at each of the tasks listed above. Mark the hours in the column to the right of the tasks.

4. What is the training requirement for the job?

   a. Less than a high school education.
   b. High school graduate.
   c. Specific technical training. Specify: ____________________
   d. College education. Major: ____________________
   e. Apprenticeship.
   f. Trained by employer on the job.
   g. Other. Describe: ____________________

5. What, if any, physical abilities are needed to be able to perform this job (e.g., must be able to stand for four hours, must be able to lift objects weighing fifty lbs., etc.)?

   ____

   ____

   ____

6. Describe the working conditions (e.g., hot, dusty, clean, noisy, etc.).

7. What is the salary range for this job? ______

8. If workers are promoted, to what jobs are they usually promoted?

9. Is union membership required? ______

10. Which of the following best describes the relationship among coworkers?

    a. Close knit group, often get together socially.
    b. Friendly, but not clique-ish.
    c. Little communication among workers.
    d. Tend to scapegoat fellow employees they don't like.
    e. Other ______

11. Based on the *employee's* comments, what does he or she say a student would have to know to survive in this job?

12. What are the personal qualities the *employer* states are needed to survive on this job?

The job analysis forms the backdrop against which job restructuring can be suggested. Those tasks of the job which the student can perform, or learn to perform, are isolated from the other tasks and the employer is presented some suggestions for job restructuring. The following examples are offered to illustrate how jobs may be restructured to meet a student's needs:

> A mentally retarded woman may not be able to handle the social demands of waitress work or have the computational skills necessary to total the bill. A job analysis at a local resort may show that the waitresses are also responsible for preparing salads for the customers in addition to their other responsibilities. When an opening is listed for a new waitress, the placement officer may suggest that instead of adding a waitress, the resort hire someone who would assume all the responsibilities of salad-making, thereby freeing the other waitresses to handle more of the customer contact. The waitresses benefit from more tips, the business from improved service, and the student from a job opportunity which did not exist before.
>
> A large insurance office employs several secretaries who work full time each handling typing, filing, photocopying, and dictation responsibilities. Two students with clerical skills, but each limited to part-time employment may suggest to the employer that the job be split between them. They can offer the employer the benefit of improved efficiency because of the shorter hours each would work.

In both of these illustrations, the key factors involved in job development are familiarity with the duties currently inherent in the job, an assessment of the student's abilities in terms of these duties, and the development of a suggestion for the employer regarding how the job may be modified to the benefit of both the employer and the student.

Obviously, this type of job development activity requires that the developer have an in-depth knowledge of occupational roles and must also be familiar with the individual student's abilities. Because of the expertise needed for effective job development, it may often be necessary to approach this activity as a team effort.

Students should be involved in conducting job analyses and this information should be duplicated for use by the placement office. With this background information, a job development team can be formed to help those students unable to find suitable placement in the existing labor structure. Generally, only a few students will need such assistance and the team can be chosen to represent individuals who know these students and the labor market well. If the students involved are primarily those who are mentally disadvantaged, the team might be composed of the placement coordinator, special education teacher, and vocational rehabilitation counselor or, if the students involved have records of juvenile offenses, the local probation officer could be involved. In other words, when job development activities are initiated for students, it is important to identify those individuals in the school or community who can contribute to the placement effort.

4. Creating new opportunities. Occasionally, especially in rural areas with high unemployment rates, a much greater need for job development activities may be seen. The labor force may be very static and unable to assimilate the area's young people. In this situation, expansion of opportunities for students may be possible only by the growth of new businesses or industries. The school alone can do little to attract potential employers to the community. However, in its role as student advocate, school personnel should outline the scope of the problem to local community officials. The officials should be encouraged to consider what action the community could take to help its youth become assimilated into the local economic structure. Although the placement service may be school-based, the responsibility for meeting the placement needs of students is not that of the school alone, but rather one which is shared with the total community.

A similar situation exists in the development of educational opportunities for students. On a limited basis the school can develop on-the-job training opportunities and apprenticeship opportunities with local employers. Again, the key element is to identify a potential benefit to the employer in providing such training. For disadvantaged and handicapped students, the incentive may be financial reimbursement from a state agency. In other situations, it may be the training of individuals to meet a rising demand for trained workers in that business.

In some instances a need for more formal training opportunities may exist. For example, budget limitations may preclude the purchase of needed contemporary office equipment for the school's office practice program. The school may approach a neighboring school district regarding leasing its facilities during the summer months to provide the necessary student training. Typically, however, most of the rural schools which are not consolidated will find it extremely difficult to increase their educational offerings without an increase in its budget. Budget increases again demand community support and commitment. Similarly, there is little a local school district can do to encourage state colleges or technical schools to establish a local campus. Such a proposal would need the support of the surrounding districts and communities.

5. Summary. Placement services cannot be limited to the role of matching student and opportunity, whether the opportunity is a job or a training situation. This limited definition of placement reinforces the adequacy of the status quo when in fact the status quo may not be compatible with the optimum career development of the individual. Placement personnel therefore remain constantly attuned to ways in which they can bring closer correspondence between the opportunity structure and the placement needs of students. To translate this goal into action demands creativity from placement personnel. Let us return to the three students we met in the introduction to this section and see what a creative placement staff could do for their special needs.

> Tom Peterson, placement coordinator at the high school, contacted Mike Johnson, a local builder who had received a contract to build a new post office in Green Valley. Peterson explained the affirmative action legislation regarding hiring handicapped employees on federally-funded projects. He suggested that Tim be employed part-time to handle purchase orders, invoices, payroll, and other general bookkeeping tasks. In this way, both Tim's need for employment and Johnson's need to comply with federal guidelines could be accommodated.
>
> Peterson made the acquaintance of Margaret Holmes, editor of the Green Valley News, soon after beginning his job as placement coordinator. Holmes takes great pride in her weekly paper, and she especially enjoys doing her own lay-outs and graphics. Peterson invited Holmes to give a presentation to an art class at the high school, and was able to introduce Danny and show Holmes some of his work for the school paper. The result was that they were able to arrange an apprentice-training program for Danny at the newspaper during his senior year.
>
> When Ms. Powers (Betty's special education teacher) heard of a housekeeping opening at a local motel, she arranged a meeting with Betty's rehabilitation counselor. She explained to him that Betty could probably do the work but that because of Betty's halting speech pattern, she'd never get through the interview. The rehabilitation counselor suggested approaching the employer with the prospect of an on-the-job training situation. In this way, the employer would receive a financial incentive for training Betty and would soon see that her retardation would not interfere with her performance on the job. Additionally, the counselor suggested that Ms. Powers use this training period to counter possible problems which might arise. For example, he mentioned that Betty might have trouble remembering all the tasks involved and this could be circumvented by taping a list of the tasks to the cleaning cart.

Just as the creative person can take common objects and reassemble them to create a new object, so too, can creative placement personnel examine the existing opportunity structure, and make suggestions for altering this structure to the benefit of the student.

Despite optimism about finding a means to handle each special need, placement personnel are also sensitive to their own limitations. They know when to share the responsibility for opportunity development with other community members and how to encourage their involvement.

Applying the Material to Your Program

The worksheet on the following page summarizes various approaches involved in developing placement opportunities. Consider the needs of the students in your school. To what extent are they encountering problems in entering placement because of unnecessary qualifications? Inappropriate screening procedures? Or, a lack of opportunities? In your opinion, which, if any, of these areas should receive immediate attention? Circle the objective and the activities which should be involved? At the end of Part V, we will return to this information.

Another exercise which might be helpful in gaining more understanding about job development would be the following:

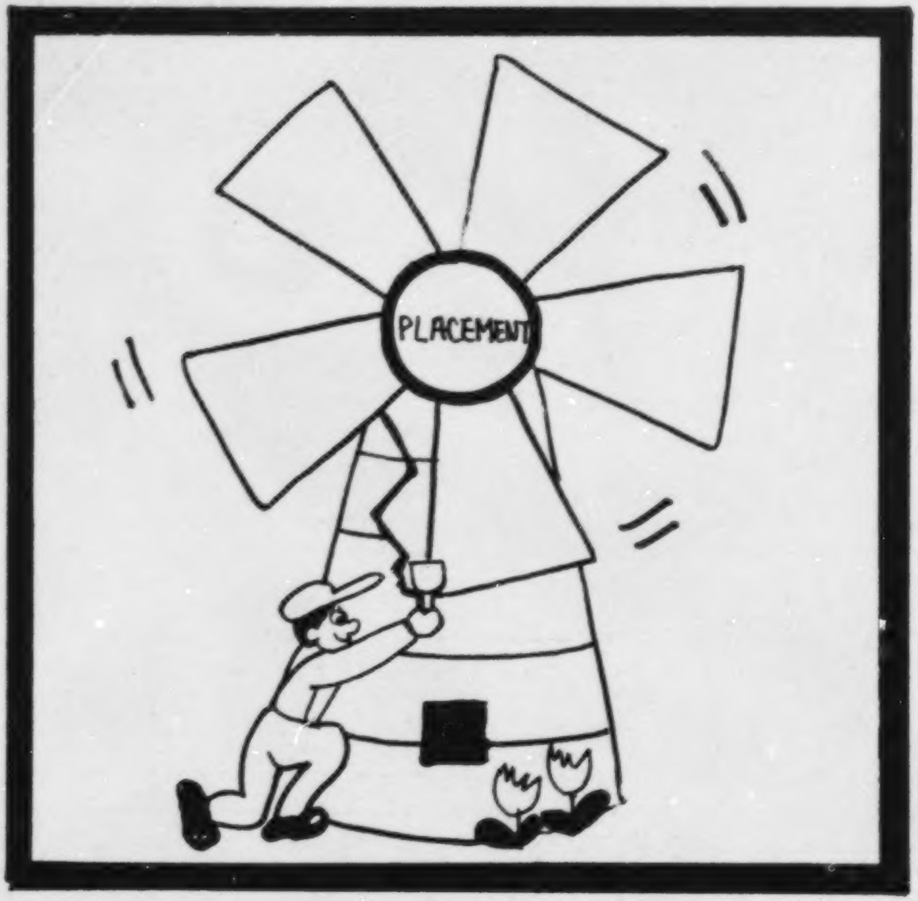
1. Select a student whose needs do not seem to parallel the openings available.
2. List some ways in which current practices or openings could ideally be changed to accommodate this student. This is an "if only" list which might include statements such as "If only, applications weren't used for jobs at the feed mill." If only there were more part-time openings at the garage."
3. Now, develop some strategies for eliminating the "if only" words in each of these phrases. Consider whether there might be some agency or individual who might be able to help you do this.

This exercise could be used in a staff development session to help those involved in placement begin to realize that the opportunity structure can, in fact, be modified.

Figure 17

Objective III: To Develop Placement Opportunities for Students		
Subobjectives	**Suggested Activities**	**Evaluation Procedures**
1. To eliminate unnecessary qualification barriers	1. Review employer surveys to identify potential qualifications barriers 2. Conduct job analyses 3. Request employers modify qualifications requirements	Number of new opportunities created
2. To eliminate inappropriate screening procedures or criteria	1. Examine current screening procedures in terms of actual job demands 2. Develop suggestions for modifying screening procedures and present these to employers	Number of modifications accomplished
3. To restructure existing jobs to better accommodate student needs	1. Identify jobs which may be restructured to better accommodate student needs 2. Develop proposals for restructuring jobs 3. Present proposals for restructuring to employers	Number of jobs restructured
4. To increase opportunities available	1. Organize community development task force 2. Describe needs to local development corporation	Summary report

D. Maintaining Placement Opportunities



All too often, programs start with a flurry of enthusiasm only to burn out as time progresses. This is a particular danger to a placement program which is dependent on the continued involvement of school and community personnel for its effectiveness. One goal of the placement program should be to continue to maintain the support and commitment of those involved in it.

1. *Reinforcing school/community participation.* This support is best maintained by providing feedback to the participants—volunteers, employers, and staff—both on the overall success of the program, and on their individual endeavors. Summaries of follow-through information gathered from students could be sent to each of the community representatives, employers, and teachers who participated in the program. This summary information may be personalized by including anecdotes about individual students and how they benefitted from the school's placement effort.

Employers who participate in workshops or provide field experiences for students should receive a prompt thank-you note from the students involved and/or the placement coordinator. A comment should also be included regarding the value of the experience and the intention to continue the activity in the future. News releases should be sent to both the local and school newspapers highlighting the participation of employers, students, and other community members. Photographs may be taken and displayed on bulletin boards in the school. These photos may also be converted to slides to be used in presentations to local community groups. In other words, every attempt should be made to provide acknowledgment to those who have become involved in the program.

Besides acknowledging the participation of the school and community, an attempt should also be made to increase their identification with the success of the program. This identification will be increased if the program remains open to suggestions from the participants and actively encourages these ideas. A postcard can be included with the follow-through information on which participants can make suggestions for improving the placement program and ways in which their own participation could be enhanced.

A meeting of those school staff members who have been most active should also be arranged. During the meeting, the school staff can evaluate their efforts during the previous year and suggest ways in which the program can be improved. In addition to these "revival" meetings, the placement coordinator should make a personal effort to provide informal feedback to teachers and staff throughout the school year. Community and state agencies should also be contacted, probably during the summer months, regarding the ways they intend to participate during the upcoming year.

The newer the program, the more encouragement will be needed to maintain the involvement of the school and community. Placement personnel must be sure to anticipate the need to provide this encouragement as they solicit the involvement of others in the program. It would, therefore, seem sensible to limit the original participant group to a number with whom the placement program can maintain effective communication rather than attempting to involve too many people initially and risk losing their support in the long run.

The program's longevity will also depend on the ability to maintain the support of the administrator and school board. Careful records should, therefore, be kept concerning the progress of the placement program in meeting its objectives. At the outset of the program, administrator and school board acceptance of the program objectives will probably be necessary. These objectives form the basis for detailing the effectiveness of the program. A concise summary of the year's objectives, the activities performed in relation to each objective, and the outcomes of these activities should be prepared for the school board and administrator. Again, placement personnel can save themselves undue problems by anticipating the need for such accountability. This will help them establish realistic objectives which can be accomplished in an organized fashion. A program which has early documented success is more likely to be continued and expanded than one which appears to be a haphazard flurry of activity. The objectives for the next year and the rationale for these objectives should also be presented for administrator and school board approval.

2. *Follow-through services.* Follow-through services, though important, must not be allowed to completely take over the placement office to the detriment of other services.

One specific example of how this can happen occurred in a new diagnostic and treatment clinic for disabled children and adults which began by serving a small number of clients. Each client who was referred to the clinic was assigned a case manager from among the staff members. The case manager assisted the client through the diagnostic and evaluation procedures, followed through on the implementation of each of the staff recommendations, and continued to monitor the effectiveness of each of the recommendations. Clients were invited to return to the clinic on a periodic basis to examine their progress. Needless to say, these clients grew older and began to present new needs which demanded renewed planning and new recommendations. The cycle became never ending. While trying to meet the needs of these former clients, the staff was confronted with an increased number of referrals of new clients. It was not possible to increase the size of the staff which was beginning to grumble over its ever increasing work load. If the clinic was to survive, it had to first come to grips with defining the point at which its responsibility to former clients should be terminated.

A similar situation exists when trying to define the limits of the school's responsibility in placement follow-through. Should the school continue to provide follow-through services to students until they demonstrate some semblance of career stability? And if so, how should this stability be defined? A year at the job? two months? three weeks? Or should the school only be held responsible for assisting the student obtain the initial placement following high school? But, then, has the school fulfilled its responsibility if the student quits or is fired after a few weeks? The first approach presupposes unlimited resources while the second approach discounts the transitory nature of students' initial placements.

a. Referral of former students. No simple answer can be offered to defining the limits which should be set on placement services. The extent of the school's continued involvement in the career activities of its graduates will likely reflect both its own staffing limits and the availability of other community agencies which can provide career guidance and placement. For example, if a Job Service office is located within commuting distance, former students who are having difficulty locating a job can be referred to this agency. Correspondingly, college-bound students who are having difficulties meeting the demands of college life should be referred to the college's counseling service. The school, therefore, attempts to wean its former students by helping them locate resources which can perhaps better meet their adult needs. Similarly, the school must be sensitive to its own limitations in answering the changing career needs of its graduates. It must recognize that other agencies may be able to do a better job in meeting these needs.

b. Follow-through of each initial placement. Despite the long term goal of weaning students from the school's support, each student's initial placement should be followed through. If the student entered a post-secondary training program or college, the student should be contacted during the first quarter or semester to determine if the placement is progressing satisfactorily. If not, the student should be encouraged to either return to the school's placement office or to contact the college's counseling services depending on the problem encountered. If the student has taken a job, he/she should be contacted within the first month because problems are most likely to begin early. Again the nature of the problem should be explored and the wisdom of continued school involvement be examined. If the student is referred to other community agencies, school personnel should check back with the student to be sure the referral was accomplished.

c. Professional judgment. In other words, the scope of follow-through service depends a great deal on each student's needs. Those providing placement learn that this service just as the other career guidance services cannot be defined consistently for all students. For some a simple phone call may suggest that the school is no longer needed by that particular student. In other cases, school personnel will sense a need to continue to offer assistance. The only guideline which can be reasonably suggested is to allow those providing placement services to exercise their professional judgment as to when to terminate their involvement with former students. They are in the best position to know the student's needs, their personal time constraints, and the services available through other community agencies.

3. Applying the material to your program. In a busy placement office, the long-range maintenance of the program may be pushed aside for more pressing activities. It may be wise to take time out to consider these questions:

- Are there some participants whose help has not been acknowledged or to whom a thank-you is in order?
- Who on the staff or who in the community needs feedback about the most recent problems or accomplishments?
- What about the spring progress report to the school board?

If these and other maintenance matters require attention, we suggest you use the worksheet on the following page as follows:

- Make a list of reinforcement actions you need to take to keep staff and other placement participants informed.

- Look over the suggested activities and see which apply to your case.

If your staff has not evolved some guidelines for follow-through, a meeting should be arranged to discuss these. If your staff is offering follow through assistance, list any difficulties they are encountering.

On the worksheet, circle the objective and activities which are most critical in your school setting.

Objective IV: To Maintain Placement Opportunities		
Subobjectives	**Suggested Activities**	**Evaluation Procedures**
Reinforce school/community cooperation	1. Acknowledge individual participation personally 2. Acknowledge participation through media 3. "Revival" meetings 4. Solicit suggestions for program improvement 5. Disseminate results of program to participants 6. Present program evaluation to school board/ administrators 7. Allow participants to amend current agreements	Number of current participants continuing to cooperate with program Suggestions received for improving program from participants
Provide follow-through services to all students	1. Determine goals and limitations for follow-through services 2. Design and implement procedure for follow-through contacts	Number of students receiving follow-through services

E. Evaluating the Placement Program

What has the program accomplished? Has the placement program been worth the effort involved? Should the placement program be continued? Should it be expanded? These are the types of questions that will be asked during the evaluation of the placement program.

As the school's administrator prepares the budget for review by the school board, decisions will be made about continuing the placement program. He/she will probably request a report from the placement staff regarding the success of the program. Unless the staff can provide documentation of their success, the administrator will not be able to defend the need for continuing the program to the school board.

In their role as program advocates, the placement staff must anticipate the need to prepare a thorough evaluation of the program. However, before they can provide this evaluation, they will need to know the standards against which the program will be judged. What criteria will the decision-makers be using to determine the success of the program? Ideally, the evaluation criteria should reflect the objectives specified for the program and there should be consensus between the staff and the decision-makers on the nature of these objectives.

The placement staff will probably have to shoulder the responsibility for achieving agreement on the goals for the program. At the time when they first present the plan for the placement program to an administrator or the school board, they will need to clearly articulate the program's objectives. They need to be cautious especially in regard to overselling the program. The credibility of the placement staff will be questioned if they allow their optimism and enthusiasm to be translated into unrealistic expectations. During the initial years of the program, the staff should be particularly sensitive to selecting objectives and activities which are likely to both receive the support of the decision-makers and also have a reasonable chance of success.

1. *Evaluation of the placement support programs.* In Part V, the emphasis has been on developing programs which will be of benefit to all students. These programs have had the following objectives:

- to identify existing opportunities
- to increase the contacts between students and those who control entry to various placements
- to develop student self-sufficiency in placement
- to develop additional placement opportunities for students, and
- to maintain community support and student placements

A variety of activities have been included for implementing each of these objectives. The objectives and activities can be used to develop the nucleus of a placement program plan which can be presented to those people who will make decisions about inaugurating or continuing a school-based placement program.

a. Developing the plan for your school's placement program. Summary charts have appeared at the end of the previous sections concerning locating, securing, developing, and maintaining placement opportunities. It was suggested that those involved in program development circle objectives and activities on these charts which seemed most applicable and desirable in their school settings. The chart on the next page (Figure 19) can be used to translate this information into an operational plan for a school program.

The operational plan can be evolved in the following manner:

1. List each of the objectives that you encircled in the four previous charts in the first column of the worksheet.
2. In the second column, rank order the objectives in terms of their importance in your school setting.
3. Return to the charts and review the alternatives you have selected for meeting each objective. Select from among these activities those which are most likely to be implemented in your school program. List these activities in the third column across from the related objective.
4. Next to each of the activities you have included, designate who might be responsible for carrying out the activity. Ask yourself if it is really necessary or desirable to designate this activity to a staff member or could it be designated as an activity for the advisory committee, students, or a volunteer?

Figure 19

Organizing A Placement Program Plan

Major objectives (Based primarily on student needs)	Rank order in terms of importance	Suggested Activity	Designation of responsibility
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			

5. Now go back and review your list. Reexamine it, asking the following questions:

- Have I selected the most critical objectives given current student needs?
- Have I selected activities which will have an impact on their needs in proportion to their importance, i.e., have the most comprehensive activities been used where the most critical need exists?
- Have responsibilities been allocated in an equitable fashion and mindful of the importance of personal enthusiasm for the activity?

If you have completed each of these steps you have now developed a plan for the placement program which can be described operationally to those who will make decisions concerning your program.

b. Evaluating your program from the operational plan. The operational plan you developed can be translated into a series of specific program objectives which can be submitted for administrative approval. For example, if you listed developing student self-sufficiency in placement as your first objective, a seminar series as the method of implementation, and the school guidance counselor as the responsible person, this information could be translated into the following program objective:

> "In order to improve student self-sufficiency in placement, Ms. Thompson (school counselor) will arrange three one-hour seminars on job-seeking skills for juniors and seniors."

The list of objectives developed from the plan provides the standard against which the placement program's effectiveness can be determined. The evaluation occurs at two levels:

- Were the activities described completed? and
- Did they yield the intended result?

The charts at the end of each chapter have included some measures which might be used to evaluate the success of the various activities. When the objectives are presented to the administrator, the evaluation strategies should also be included. There will likely be a process of negotiation at this point during which the administrator may make suggestions for revising the objectives or evaluation criteria. During this negotiation period, the staff will be attempting to arrive at a list of objectives which are endorsed by themselves and those who will make decisions about program continuation.

2. Evaluation of the placement program's success with individual student. The overall mission of the placement program is to help each student make the transition from his or her current career activities to the next level of career preparation, entry, or advancement. This is the bottom line in placement program evaluation. In fact, even the support programs are derived from the premise that they will be beneficial to students as they approach this transitional process. However, although decisions may be made about these support programs without benefit of student endorsement, this cannot occur on the individual level. In a democratic society, the student maintains the right to choose his or her next step. No one can force a student to enter employment or pursue further education. For this reason, the evaluation of the placement program's success in helping students take this next step can only occur on an individual level.

A search was made of existing placement programs to locate strategies for evaluating the success of a placement program in terms of individual student goals. Unfortunately, almost without fail, program success is equated with the number of job or school placements, percentage of applicants placed, or number of job orders filled. These criterion measures are not surprising considering the dominance of the "matching" model in which placement is defined as a matching of student with job or training opportunity. Given this definition, the number of "matches" seems a sensible criteria against which to measure program effectiveness. Unfortunately, these measures yield little information regarding the "value" of the placement program. Baseline data or control groups are usually not included for comparison purposes. Additionally, no information is included regarding the longevity of the placements obtained or the relationship of these placements to the student's career goals.

When the program's goal is to help each student complete the next step in his/her career development, program evaluation demands an assessment of each student's progress in this area. To evaluate individual student progress, therefore, requires that individual goals be stated for each student and that a plan be developed for accomplishing these goals. Just as in the case of evaluating the support programs, individual evaluation, therefore, involves monitoring whether the plan was completed and whether the goals were accomplished. This type of evaluation can only be accomplished if the placement program includes methods for:

- assessing individual student's placement needs,
- specifying objectives for individual students,
- developing a placement plan for each student,
- following through on activities, suggestions, and referrals, and
- evaluating the success of these endeavors.

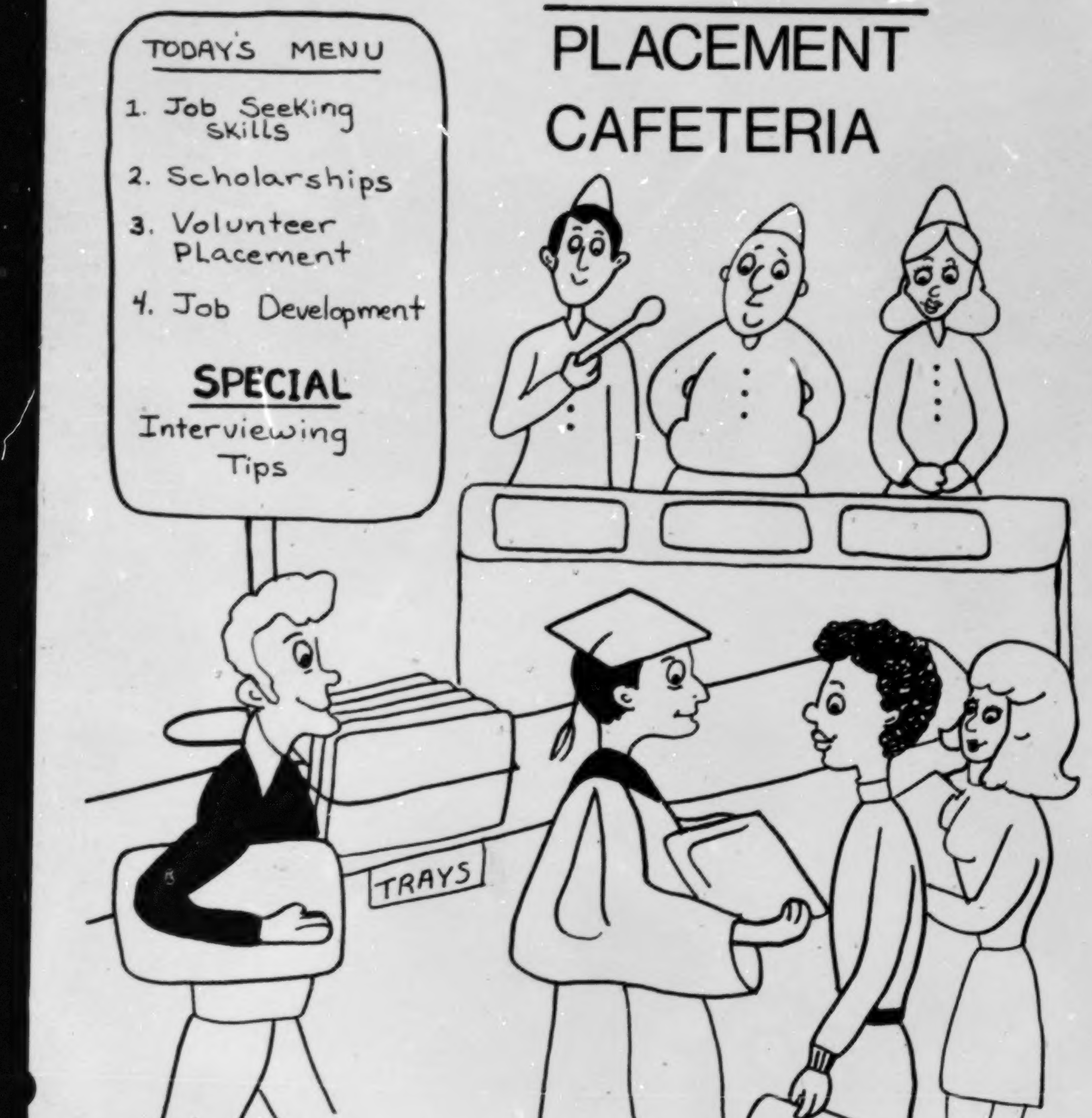
Each of these elements is described in detail in Part VI.

To be complete, therefore, program evaluation must be concerned both with the impact of the program on all students as well as on each student. The procedures involved in each of these types of evaluation are summarized in the chart on the following page.

Figure 20

Objective V: To Evaluate the Effectiveness of the Placement Program		
Subobjectives	**Suggested Activities**	**Evaluation Procedures**
1. To evaluate program in terms of objectives selected	1. Prepare summary of activities completed 2. Summarize evaluation data available concerning desired outcomes of activities 3. Develop suggestions for program improvement	Preparation of summary reports Presentation of suggestions for program improvement
2. To evaluate program in terms of its adequacy in meeting individual needs	1. Summarize effectiveness in implementing specific student recommendations (senior plan) 2. Summarize effectiveness in terms of desired student outcomes (senior plan) 3. Conduct follow-through study of former students	Preparation of summary reports Presentation of suggestions for program improvement

VI. INDIVIDUALIZED PLACEMENT



In the previous section, activities were described which would hopefully be of benefit to all students as they attempt to enter and succeed in various career roles. Although this type of program would likely yield some benefits to most of the students, it will not necessarily answer all students placement needs. In a comprehensive placement program, strategies must also be developed to individualize the program. This requires that procedures be included in the original staffing plan for assigning each student who desires assistance with placement to a responsible staff member. The staff member and student can then work together to establish a personalized placement plan for each student.

A. *Staffing to Achieve Individualized Planning and Placement*

There are several ways of staffing a placement program to accomplish the goal of reaching all students who need assistance. Methods which can be used effectively are described here. They are: counselor-based placement, job placement specialist/counselor team, school/Job Service team, and career advisor or faculty placement teams.

1. *Counselor-based placement.* In this approach, the career development needs of all students, including their placement needs is considered to be the responsibility of the school counselor. The counselor's role therefore includes career selection, career planning, and placement. The counselor, however, uses available resources particularly in the placement area. He/she may refer students to the vocational program teachers, the Job Service, or the Division of Vocational Rehabilitation for assistance with placement. The ultimate responsibility for placement remains with the counselor. However, if counselor-based placement is to be successful in meeting individual student needs, the following minimum circumstances must also be present:

- a major concentration on placement of graduates and school leavers and fewer than 100 students in these categories;
- a curriculum-integrated program for developing student self-sufficiency in placement;
- an existing career information system;
- paraprofessional, student, or volunteer assistance with community, follow-up, and student surveys; and
- availability of other placement resources, e.g., Job Service and vocational education teachers.

For the counselor to provide individualized placement assistance, sufficient time must be allocated for this activity. This demands that administrative support for redefining present role responsibilities be present.

2. *Job placement specialist/counselor team.* In this approach, students are surveyed as to their need for assistance in further career planning. Those who express an interest in securing employment are referred to the job placement specialist. The job placement specialist typically is responsible for:

- locating job placement opportunities,
- collecting local labor market information,
- training students in job seeking skills, and
- developing additional job opportunities.

The counselor retains responsibility for providing career counseling to all students and placement assistance to those seeking non-job placement, e.g., educational placements, further training, volunteer activities and military opportunities.

3. *School/Job Service team.* In this type of program, all students are the responsibility of the School/Job Service team. The team is typically composed of the counselor, vocational education coordinator, an interested teacher, a special education teacher, and the Job Service representative.

In general, most of these teams have been focused only on job placement and the typical approach has been to set up an employment exchange through which the team matches student and job. These teams have typically not pursued an individualized approach, however, this approach is possible. The school personnel, however, would have to retain the ultimate responsibility for the placement of students with the Job Service viewed primarily as a resource agency. The team could again begin by assessing each student's placement needs and, based on these, assign "placement-ready" students to the various team members. A "placement ready" student would be defined as a student who has arrived at a tentative decision regarding future career choices. These students could be assigned to the various team members based on their choices and the team member's familiarity with opportunities within those specific areas. Those students who have not decided on future alternatives would continue their career exploration activities with the counselor. The team members should also periodically pool their efforts in situations where a member is having particular difficulties in securing a suitable placement for a student.

4. *Career advisor or faculty placement teams.* Assignment of students to team members in this situation is based on the interests of the students and the expertise of the staff. Again, students could be surveyed as to future goals and assigned to staff members on this basis.

Another approach, however, might be to label the staff members in terms of their areas of expertise and allow the students to select their own advisors. For example, the placement needs survey presented in Part II might be used to determine the major career opportunities of interest to students. A team of faculty advisors which reflects these interests could be developed. In one setting the team might be composed as follows:

Health occupations:	School counselor
Business occupations:	Office practice teacher
Communication arts:	English teacher
Natural resources/agriculture:	Agriculture instructor
Manufacturing, trades, and technical occupations:	Industrial arts teacher
Sales occupations:	Distributive education teacher
Service occupations:	Home economics teacher

In another setting, the goals of students may lie in other areas and the selection of team members would reflect these other roles. Theoretically, if a total career education focus is adopted, the entire school staff could serve as career advisors although care would have to be taken to insure that all cluster areas were represented. In addition, volunteers from the community could also be added to the advisor team to further enlarge its area of expertise. The major concern, however, is that a comprehensive range of career fields be represented. The representative of each field would be responsible for:

- providing general career information in that field,
- information on specific opportunities within the field, and
- assistance to students with placement in these opportunities through contacts, referrals, or job development.

Each career advisor, therefore, serves as a career information and placement specialist within a given career area. Students would then voluntarily contact these advisors based on their personal perceptions of the need to do so. The advisor would be responsible for providing services to 100 percent of the students requesting assistance. This type of program would probably be most effective if the career advisors were freed from the responsibility of one course assignment. Freedom from this course would allow time to develop employer contacts, organize career clubs, provide individual student advising, follow-through on student placements, and gather career information in their particular field.

B. Individualized Planning and Placement Activities

In each of the above examples, the goal is to provide assistance with placement to all of the students who request such assistance regardless of their post-secondary goals. As the responsible staff member and student begin to develop a personalized placement plan for the student, they will become involved in the following activities:

- an exploration of the student's placement needs,
- the development of a placement plan,
- identification of available resources,
- implementation of the plan, and
- follow-through on recommendations, suggestions, and activities.

Each staff member would also be responsible for evaluating the success of the placement program in meeting individual student needs.

1. Identifying the student's placement needs. Those leaving the school setting will become involved in a major role change. The spotlight will shift for most students from career preparation and tentative selection to commitment and entry. As these career decisions become more refined, the student will become more concerned with the implications of decisions in one career area on other potential life roles. For example, the young woman who has aspired to a career in law may begin to question her ability to balance this role with the demands of a homemaking role. Another student may find that his decision to become a veterinarian will necessitate going out of state for training but that family obligations require that he remain at home. Other students may find conflict between their leisure time interests and their occupational goals. The student's commitment to one career role, therefore, cannot be understood in isolation of his/her personal commitments in other areas.

But, who says I can't be a research chemist – mother of ten – church elder – Town board member – and still have time for sculpting
Life Style Planning
PLACEMENT COUNSELOR

One way to help students understand the interrelationship of the decisions they will encounter as they leave the school setting is to construct a Career Plans Survey such as that in Figure 21. The survey includes a variety of career roles—occupational, avocational, civic, philanthropic, and marital. By administering this type of survey at the beginning of the senior year, the students will be encouraged to examine the variety of options which exist for career participation, the possible conflicts among their life role goals, and possible entry barriers they might encounter. The survey could be administered in a class or at an assembly and can subsequently be used by the placement staff in their planning with individual students. The survey might also be used as the basis for a structured interview with each senior.

Figure 21

GREEN VALLEY SCHOOL DISTRICT
CAREER PLANS SURVEY

Nam ______________________________

Answer ALL the sections that apply to activities you plan to pursue after finishing high school.

A. ☐ *Employment:* CIRCLE ONE: I plan to get a (part-time, summer, or full-time) job.

a. Type of job looking for: ______________________________

b. What training or experience do you have for this job? ______________________________

____

c. Have you ever talked to anyone else who has done this type of work?

☐ Yes ☐ No

d. Are you willing to look for work outside the Highland School District?

☐ Yes ☐ No Any special place? ______________________________

e. What type of transporation will you be able to use to get to work?

____

f. Do you know some people who might hire you to do this job? ☐ Yes ☐ No

g. What do you think your chances are of getting the job you want?

☐ very good ☐ pretty good ☐ maybe ☐ not so good

h. Other jobs you'd consider doing? ______________________________

____

i. Check all of the following which might be problems for you in trying to find work.

☐ knowing what I like to do and can do
☐ knowing where to look for work
☐ adjusting to city life
☐ filling out application blanks
☐ interviewing for the job
☐ poor school record
☐ transportation
☐ appearance
☐ lack of experience
☐ parent's attitudes
☐ other: ______________________________

Figure 21 (Continued)

B. ☐ I plan to continue my *education or training:*

- ☐ a. At a four year college (name)
- ☐ b. At a two year college (name)
- ☐ c. At a vocational or technical school (name)
- ☐ d. Other (name)

1. How sure are you about this decision concerning education or training?

   ☐ very sure ☐ pretty sure ☐ not very sure

2. Have you sent your application yet? ☐ Yes ☐ No

3. Have you been accepted? ☐ Yes ☐ No

4. Do you think you'll need some financial help? ☐ Yes ☐ Maybe ☐ No

5. Have you applied for any financial help? ☐ Yes ☐ No

6. Do you plan to work while going to school? ☐ Yes ☐ No

7. Have you talked to anyone else who has gone to school there? ☐ Yes ☐ No

8. What type of career do you plan to enter after you complete your college or technical program? ____________________

9. Check all of the following which might be problems for you in going to school:

   - ☐ meeting my expenses
   - ☐ adjusting to a new place (making friends, finding a place to live, living in a city, etc.)
   - ☐ transportation
   - ☐ passing the entry tests
   - ☐ filling out the application
   - ☐ deciding what school to attend
   - ☐ parents don't agree with me
   - ☐ other:

C. ☐ I plan on getting an *apprenticeship.*

1. Name of trade ____________________

2. Have you talked to anyone who has done this type of work? ☐ Yes ☐ No

3. What have you done toward getting this apprenticeship? (taken the tests, name on waiting list, etc.) ____________________

   ____

4. What do you think your chances are of getting the apprenticeship?

   ☐ very good ☐ pretty good ☐ not so good

Figure 21 (Continued)

D. ☐ I plan on entering the *military*.

1. Branch ______________________________

2. Have you talked to a representative of this branch of the armed services?

   ☐ Yes ☐ No

3. Have you talked with anyone else in your age group who has entered this branch of the service?

   ☐ Yes ☐ No

4. What have you done so far about enlisting? ______________________________

   ____

E. ☐ I plan on *marrying* shortly after high school.

1. Have you and your future mate discussed your individual roles and responsibilities?

   ☐ Yes ☐ No

2. What roles/responsibilities will you have? ______________________________

   ____

3. How have you prepared yourself for these roles/responsibilities? ______________

   ____

4. What will be your source of income? ______________________________

F. ☐ I plan on doing some *volunteer* or *civic* activities.

1. What will you be doing? ______________________________

2. Have you ever done this in the past or are you doing this now? ☐ Yes ☐ No

3. Have you ever talked with anyone else who has done this? ☐ Yes ☐ No

G. ☐ I plan on spending more time on the following *hobbies* or outside interests.

____

____

H. ☐ I plan on *traveling* for awhile. ______________________________

____

Figure 21 (Continued)

How sure are you of your plans for the next year?

How might these plans change?

What would you do if your plans didn't work out?

The survey is designed to identify several aspects of the placement process:

- presence or absence of placement goals
- presence of prerequisite skills
- student's ability to locate and secure placement opportunities including:
  - —ability to identify potential market for skills
  - —placement contacts
  - —ability to complete entry procedures
- student's commitment to these goals, and
- alternatives which student would consider

The student's self-assessment should be corroborated by the advisor's personal assessment of the student's abilities.

The student and advisor begin their individual planning activities by reviewing the student's completed Career Plans Survey. They attempt to determine the student's readiness for placement and to develop a plan for securing the placement(s).

Ideally, each student would present the following attributes:

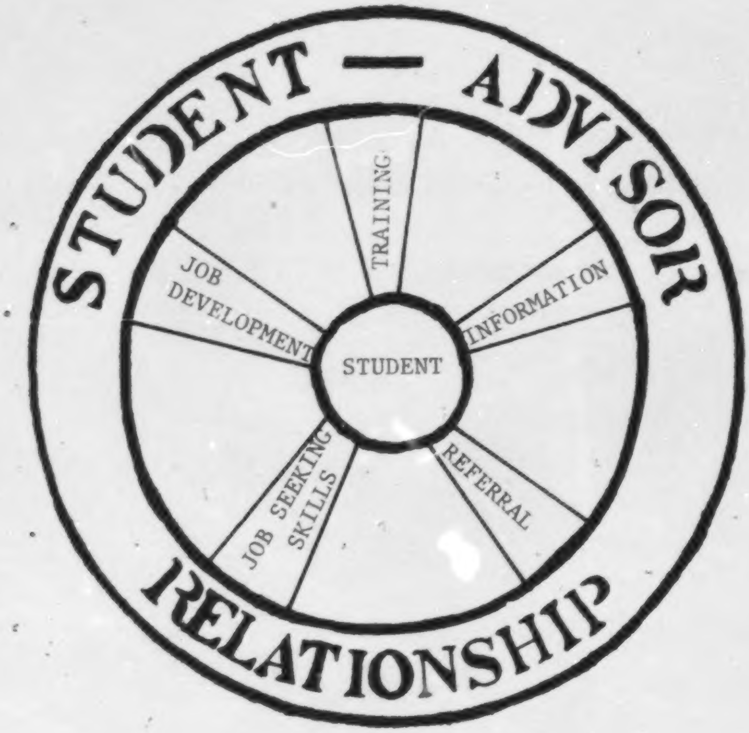
- articulates achievable career goals and attributes
- possesses the skills necessary to qualify for these alternatives
- knows the role requirements of these alternatives
- understands the interrelationship of various career roles
- has mastered the entry procedures related to acquiring desired placement
- has personal contacts with those who control entry to the desired placement

This description can be viewed as a standard against which an individual's placement needs can be isolated. Through individualized planning and placement, every attempt is made to help the student achieve this standard.

Twomey (1975) has compared this aspect of placement planning with the analogy of "reinventing the wheel":

> The placement . . . process can be compared to a wheel with each client so unique and so individual that the wheel must be reinvented or reconstructed to meet the specific needs of the individual. Each spoke of the wheel can be equated with a particular service . . . in the placement process. (pp. 3-1 to 3-2)

In the secondary school setting, an example of a balanced placement wheel might appear as follows:



The advisor and student must, therefore, begin by identifying what spokes will be needed in that student's placement wheel. The following questions may be useful in identifying a need for various spokes:

Career counseling

- Has the student failed to enumerate potential placement alternatives following high school?
- Has the student selected an alternative he/she will not likely secure?
- Does the student understand the future implications of the choices he/she has made?
- Are there serious conflicts among the career role goals the student expresses?

Training

- Does the student lack the prerequisite qualifications required for entry?
- Does the student lack the skills needed for successful performance in the placement if it is secured, e.g., poor study habits or poor work habits?

Information

- What type of information has the student relied upon in selecting the desired placement?
- Has the student had any contact with others who have performed this job or attended this college?
- How accurate is the student's expectation of the role requirements of the placement selected?

Referral

- What agencies or individuals are available to help the student locate and secure the desired placement?
- What agencies or individuals are available to help meet student's related placement needs, e.g., transportation, financial support, medical restoration, further training?

Job-seeking skills

- Has the student indicated that he/she anticipates problems with any of the standard entry procedures?
- Has the student had difficulty in securing jobs in the past?
- Does the student have difficulty describing his or her skills in terms of the desired job's requirements?
- Can the student "sell" himself or herself?
- Does the student present a poor appearance?

Placement contacts

- Has the student developed any personal associations with those controlling entry to the desired placement?
- Does the student's family have contacts with those who control entry?
- Does the student have a plan for developing contacts within the chosen field?

Job development

- Does the student present a need for a placement which is not available among existing alternatives?
- Do certain personal characteristics of the student preclude the student from participating in the available alternatives, e.g., a handicapping condition, limited to part-time work, unable to relocate?
- Does the student have exceptional abilities which suggest the need to redefine present alternatives to allow the student to use these skills more effectively?

Other "spokes" may also be included such as training in urban living, transportation assistance, parental counseling, etc. Once these service needs have been identified a placement plan can be developed.

2. *Developing a plan for the individual.* A form for developing a "Placement Plan" appears in Figure 22. It includes a section for listing the services or activities to be pursued during the school year. Samples of some of the activities which might be included are presented on the following page. The types of activities available will vary in each school setting depending on the staff's abilities and time limitations. For this reason, each school should develop its own reference list of sample activities for use by career advisors.

An in-service training session can be conducted by the placement coordinator to train the staff in this individualized assessment technique. The coordinator can also review a random sample of the Senior Plans to evaluate each staff member's effectiveness in plan development and provide additional individual training as necessary.

The plan also includes an item related to alternative placement goals. In some instances, the student's goals may have to be delayed because opportunities are not currently available. Kleinberg (1976) has described an approach to alternative planning entitled "Vocational Contingency Planning." In essence the basic premise is that although the opportunity desired is not currently available, the opportunity will become available in the future. Meanwhile the student selects a "detour" position in anticipation of the future opening. The "detour" might involve entering a position at a lower level than desired, entering a related position in the same general occupational area, or entering the same position but in a different setting. For example, Karen might be seeking a position as a dining room hostess at a large resort. Finding no openings for this position, she might accept a position as a waitress at a large resort, a receptionist position in an insurance office, or a hostess position at a nearby smaller restaurant. In describing the characteristics of a vocational detour, Kleinberg has suggested that they allow the student to:

- develop good references and a "positive" work history in a related area
- develop personal contacts in the target occupation, and
- develop related competencies

Each of these factors thereby increases the likelihood that the student will secure the desired alternative when it becomes available. This type of alternative planning also encourages students to assess their competencies against a broader range of placement alternatives and to see the commonalities among these alternatives.

The Senior Plan also includes a section for the signatures of both the student and the career advisor. Both signatures are included to demonstrate each person's explicit agreement with the plan. To be effective, the placement team and the student cannot be in disagreement on the goals they are pursuing.

Figure 22

Placement Plan

Placement Goals: ______________________________

Plan:

Services or Activities	Person or Agency Responsible for Providing Activity	Date Completed
(Example of activities on the following page.)		

Signatures:

Career Advisor: ______________________ Date: __________

Student: ______________________ Date: __________

Figure 22 (Continued)

Placement Plan
(Reverse Side)

Examples of Activities:

A. Further help in *selecting* areas of career interest.

1. Referral to school counselor.
2. Enrollment in occupational information course.
3. Interviews with others in area of career interest.
4. Participation in career club or community organization.

B. Further *training* in area of career interest.

1. Enrollment in courses related to career interest.
2. On-the-job training or work experience.
3. Volunteer experience in area of career interest.
4. Referral to agency (e.g., DVR, CETA) which can provide desired training.
5. Information regarding G.E.D. program.

C. *Informational activities*

1. "Shadowing" program
2. Interviews with others pursuing desired activities
3. Referral to written materials
4. Involvement in career club
5. Attendance at career seminars

D. *Placement assistance*

1. Locating sources of placement opportunities
2. Referral to another agency or individual
3. Improvement in job seeking or maintaining skills (Specifically: ______________________)
4. Locating sources of financial support
5. Transportation assistance
6. Relocation assistance

For example, a student may indicate to the advisor that he would like his help in securing a job as a typist. A review of the student's typing skills may lead the advisor to conclude that he could not justifiably recommend this student for a typist position. The advisor would share these concerns with the student. He might indicate the other ways in which he could be of help to the student, perhaps, by arranging a related in-school work experience or by recommending him for a file clerk position.

The advisor and student, therefore, openly negotiate a "contract." They attempt to develop a plan which they can both endorse. If this is not possible, it would probably be to the student's benefit to either refer him to another advisor or suggest a meeting with the program coordinator. Once the student and the advisor have committed themselves to a plan for the student, they can begin to explore various methods for carrying out the plan.

3. *Implementing the placement plan.*

a. *Identifying resources.* As the list of suggested activities or services is developed, the advisor and student also determine who should assume responsibility for each of these areas. The ability of the family, community, and school to respond to these service needs is considered. For example, a student may be considering an apprenticeship in one of the building trades, but has had no contacts with anyone in this area. Several alternatives are available for arranging this contact. The student's family resources might be reviewed to identify any relatives who could introduce the student to people in these trades. The advisor could arrange an interview between the student and

a school guest speaker from the trade. Or, a member of the advisory committee might be recruited to arrange a shadowing experience for the student. The advisor and student, therefore, jointly review the resources available for meeting each of the plan elements and select from among these the approach most likely to yield the desired result.

The student's family should clearly be included in this planning and implementation phase. Among the family's resources which should be explored in individual student career planning and placement are:

- Financial resources: the family's ability and willingness to provide the needed financial support for various career activities

- Guidance resources: the personal experiences of family members with various life styles and placements

- Experiences available through the extended family: distant relatives who can provide housing or a job for the student in a distant community in order that he/she may have the chance to experience alternate life styles

- Labor market contacts: family contacts in the labor market which are related to the student's career goals

b. Responsibilities of student and administrator. In designating the responsibilities, the career advisor must also consider the student's ability to assume responsibility for some activities. Although the goal of the program is to help each student become self-sufficient in placement, some students may need to rely on the advisor for some assistance and direction in this process. In fact, the advisor can theoretically serve as a model for the student as he/she develops effective personal placement skills. The advisor can demonstrate techniques to the student for identifying possible placement opportunities, for presenting skills to an employer, for appropriate interview behavior, etc. The advisor, therefore, approaches each student's placement as a potential learning experience. He/she encourages each student to accept responsibility in proportion to their abilities. Where the student's personal skills are deficient, the advisor assists the student by modeling appropriate behavior.

The procedures the advisor might follow in helping the student secure a desired placement are the same as those described in the student development section (see "Securing Placement Opportunities"). They include techniques for:

- Identifying a potential market for the student's skills

- Identifying specific openings within this market

- Presenting the student's skills to those controlling entry in a brief manner and with an emphasis on potential benefits.

The advisor virtually serves as the student's advocate. The goal of this advocacy is to bring the student in contact with a potential buyer for that student's skills. When this marketing analogy is applied to the placement process, it becomes obvious that the best advocate for the student will be the person who knows the student's skills and the demands of the various opportunities. Perhaps this explains why vocational education teachers have often been successful in placement! They have had the opportunity to observe student performance directly and their employer visits have acquainted them with the demands of related placement opportunities.

An in-service training program for career advisors can include training exercises in employer contacts. They can be taught to redefine student's skills in terms of employer benefits, to develop interest provoking comments for initiating their conversations with employers, and to locate potential sources of job leads. The placement coordinator can be responsible for the staff in-service and for providing subsequent individual assistance to advisors as necessary. Once the career advisors have had an opportunity to visit employers and develop good communication patterns with them, there will probably be less need to concentrate on these aspects of placement during the in-service sessions.

c. Setting time limits. The placement plan also includes a column for designating the date when the proposed activity is to be completed. By including this column, the advisor can quickly scan the student's plan to identify any recommended activities which have not been carried out or agencies or individuals who should be contacted.

The advisor and students can discontinue their involvement when the objective has been accomplished or when the student expresses a desire to disband the placement plan. For example, the student may abandon the apprenticeship goal and make application to a nearby community college program. The student indicates to the staff that he/she no longer wants or needs the placement staff's involvement.

d. General guidelines. The following general guidelines can be offered in implementing student placement plans:

- Include the family in the planning process if possible
- Examine existing resources for providing needed services or activities
- Approach the placement process as a learning experience for students
- Approach contacts with employers and others who control entry to placements from the role of student advocate

4. Follow-through and program evaluation. Each of the activities suggested in the placement plan should be monitored. If the student is referred to another agency for a service, this referral should be subsequently reviewed to determine if the student actually received the service. If the student has not, an alternative strategy may be necessary. For example, a student may be referred to a local store owner for further information on self-employment. The advisor should recheck with the student to see if he/she actually contacted the owner and if the owner was able to provide the needed information. This monitoring of the recommended activities is one aspect of follow-through.

The other aspect of follow-through focuses on the actual placements obtained by students. The placement plan has been developed to increase the chances that the student will be able to secure a desired placement. A sample form to use in following-through on each student placement is presented in Figure 23. The advisor completes this form when the student enters a postsecondary placement or when the student decides he/she no longer desires the school's assistance with placement. The placement obtained is recorded and its relation to the original plan described. If the placement is not related, the advisor should include an explanation of why the original goal was abandoned. This information can be used by the staff to identify hidden variables which might be affecting student placement. For example, despite the school's best efforts, the less advantaged may be continuing to have difficulty entering apprenticeships. A review of the reasons for abandoning their apprenticeship goals may help the school isolate the problems these students are encountering. By isolating the hidden problems, the school can develop programs to meet these needs.

The student should also be queried as to the resources used in locating the opportunity. This information can help the school isolate the informational network surrounding the various opportunities, especially occupational opportunities. Those who have most frequent access to information about various jobs can be isolated and correspondingly be encouraged to participate in the placement program.

Figure 23

FOLLOW-THROUGH REPORT

(To be completed when student has entered post-school placement)

1. Career placement obtained? ________________________________

2. Was the placement obtained compatible with the student's previous placement plan?

____

If not, why? ________________________________

____

____

3. Sources of assistance used in locating and acquiring desired placement:

____

____

____

4. Difficulties encountered by student:

____

____

____

5. Future plans of student, if any:

____

____

____

The last question on the form relates to future plans. The student's commitment to the placement is explored: Does the student perceive the placement to be a temporary answer to an immediate problem, such as financial difficulties? Has this resulted in the student temporarily postponing previous career goals? Has the student been disillusioned with the placement obtained and does he/she wish to explore other career opportunities? This type of information can help the career advisor determine whether continued placement assistance from the school is indicated. The assistance offered may take the form of a single referral to another community resource, such as the Job Service or a college counseling center, which can help the student explore other opportunities.

Both aspects of follow-through—follow-through on the recommended activities included in the student plan and follow-through on the actual placement obtained—should be included in the evaluation of the placement program's effectiveness in meeting individual student needs. The types of information which can be gathered from these reports which would be included in an evaluation summary are:

- the percentage of recommended activities which were completed
- a summary of the types of activities completed and any notable discrepancies in these activities, e.g., were informational activities completed more often than student development activities?
- notable discrepancies in the ability of specific agencies or individuals to meet delegated responsibilities
- a summary of the "hidden" problems encountered by students
- the percentage of students who obtained their desired placement

In essence the evaluation of the individualized aspect of the placement program is an evaluation of the school's success in meeting each student's placement needs. By focusing both on the activities performed and the placements obtained, the school can also explore the relationship between these two aspects. For example, if the school has been effective in completing the designated activities, but a sizable proportion of students are unable to secure the desired placement, this phenomena would need further exploration from the placement staff.

The evaluation of the staff's effectiveness in following-through on recommendations may cause concern that the staff will limit their recommendations in order to demonstrate greater effectiveness. However, this tends to become a circular argument. Which is better, to limit your recommendations to those which can be successfully accomplished or to list many recommendations, but only accomplish a small number of them? The additional evaluation of the actual placement obtained should serve as a check against too great a narrowing of the recommendations. This combination of criteria will urge the staff to develop the placement program both in terms of what realistically can be accomplished and what elements are most critical.

5. *Summary.* If the needs of each student are to be met in a school-based placement program, each student desiring placement assistance must be assigned to a responsible staff member. The staff member and student work together as a team to develop a personalized placement plan for the student which each can endorse. Based on the students needs and goals, a series of recommended activities are prepared. The responsibility for completing each of these activities is designated with preference given to encouraging greater student responsibility. Follow-through services are offered both to insure that the recommended activities are completed and to evaluate the student's success in obtaining the desired placement. Both of these elements are included in developing an evaluation summary of the program's success in meeting individual student's placement needs.

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CREDIBILITY REVIEW PANEL MEMBERS

This rural school career guidance project represents an effort to build upon the unique strengths of the rural setting and to overcome the problems faced by educators, parents, employers, and students in rural schools and communities. The use of local credibility review panels was designed to provide an assessment of the relevance and feasibility of the ruralized processes and products generated as a result of this project. Individuals representing educators, students, parents, and employers were organized into fifteen review teams across the states of Michigan, Wisconsin, and Ohio. The following individuals gave freely of their time and competencies over a year's period to increase the effectiveness of our efforts.

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